PRACTICAL LESSONS IN THE USE OF ENGLISH

BY MARY F. HYDE

SECOND BOOK WITH SUPPLEMENT

D. C. HEATH & CO
BOSTON

S.D.G.

22

PRACTICAL LESSONS

IN THE

USE OF ENGLISH

FOR GRAMMAR SCHOOLS,

With Supplement.

BY

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BOSTON, U.S.A.,
D. C. HEATH & CO., PUBLISHERS.
1892.

HYDE'S LANGUAGE SERIES.

PRACTICAL LESSONS IN THE USE OF ENGLISH.
Book I. For Primary and Intermediate Grades.

PRACTICAL LESSONS IN THE USE OF ENGLISH.
Book II. For Grammar Grades. Covers such technical Grammar as is essential to a correct use of English.

IN PREPARATION.

A COMPOSITION FOR UPPER GRAMMAR AND HIGH SCHOOL GRADES.

D. C. HEATH & CO., Publishers,
Boston, New York, and Chicago.

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TYPOGRAPHY BY J. S. CUSHING & CO., BOSTON.
PRESSWORK BY ROCKWELL & CHURCHILL, BOSTON.

PREFACE.

PUPILS whose school-life ends with the common school or the grammar school should receive such training in those schools as will best fit them for every-day life. Pupils who are to receive a more extended course of instruction should have a good foundation laid for future work. The following lessons in language have been planned with reference to the future needs of both classes.

Careful attention should be given to the language used by the pupil in all recitations — every lesson, in fact, should be a language lesson. But special training must also be given upon certain points.

Throughout this work the aim is to lead the pupil to see for himself — to cultivate his powers of observation at every step.

From the first, the learner's attention is directed to the use of language as the expression of thought. His study is not confined to detached sentences. Selections from some of the best writers are introduced, that, from the study of these selections, he may learn certain facts about the English language, and at the same time form a taste for good literature. Many of the lessons are designed to awaken a love of nature or to deepen some moral impression.

Each new topic is brought out by means of oral instruction. This is followed by a written exercise, aiding the pupils to remember the facts learned, and also training them to habits of independent work.

In every lesson, a definite task is laid out for the pupil. As the child remembers best that which interests him most, care has been taken to bring each exercise as near as possible to the child's own experience.

The *reasons* why certain forms are right and others wrong are, for the most part, omitted. The aim is to lead the pupil to use habitually the right expression.

Incorrect forms for correction are not given. It is believed that incorrect forms should not be placed before children. The child is led to avoid common errors by being trained from the first to use the correct forms.

While nearly every lesson is a lesson in oral or in written composition, or in both, special lessons in composition are also given. In these lessons, the pupil is led to see clearly, before he is required to express his thoughts in writing.

Special attention is given to letter-writing and to business forms. Care has been taken to make this part of the work practical.

Thanks are returned to all who have aided, by suggestion, in the preparation of this work, and to the several publishers who have kindly permitted selections from their publications to be used. Particular acknowledgments are offered to Messrs. Houghton, Mifflin, & Co. for permission, by special arrangement, to use selections from the works of Longfellow, Whittier, and Lucy Larcom.

M. F. H.

ALBANY, N.Y., April, 1888.

SUGGESTIONS TO TEACHERS.

IT is not expected that the exact amount of work laid out in each lesson will be all that is required for every class. Such additional exercises should be given as the needs of the class may demand. Much of the work, particularly in composition, is meant to be suggestive merely. All school studies afford material for good work in composition. Whatever the pupil is interested in, whether it be a topic connected with his reading, geography, history, or some other lesson, will afford him a good subject for composition. Topics of local or of general interest will have a new meaning to the pupil if he writes about them.

Never ask a pupil to express a thought in writing until he sees clearly what he is trying to express. If one is trained from the first to express only those thoughts which are clearly seen, he will acquire greater accuracy of expression.

In dictation exercises, read each sentence slowly *once*, then require the class to write. Pupils must be trained not only to write correctly, but also to *hear* correctly.

Require all written work to be carefully done. Accept nothing but the pupil's best work.

The sentences in large type are to be used in developing the various subjects. The pupil should read these sentences from

the book, and should answer orally such questions on them as may be asked. The questions in smaller type are for the use of the teacher, but they should not be followed too closely. The teacher should add such questions of her own as may be needed to make the subject clear. After the pupil has been led, by means of questions, to see the truth presented, he should, without assistance, write the exercise which follows.

The two books of this series are intended to cover the work from the third year of school to the High School.

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Part Third.

LESSON I.

KINDS OF SENTENCES.

1. The door is locked.
2. Ring the bell.
3. Did you read the letter?
4. How beautiful this poem is!

How many thoughts are expressed above?

A complete thought expressed in words is called a **sentence.**

State the use of each sentence above — tell what it does.

A sentence that states or declares something is called a **declarative sentence.**

A sentence that expresses a command or a request is called an **imperative sentence.**

A sentence that asks a question is called an **interrogative sentence.**

A sentence that expresses sudden or strong feeling is called an **exclamatory sentence.**

Tell how each of the following sentences is used, and what it is called: —

1. The river has a steep bank.
2. How clear the water is!
3. Can you row a boat?
4. Fasten the boat to the wharf.
5. The carriage has two seats.
6. Look at this plant.
7. How fragrant the leaves are!
8. Please close the blinds.
9. He has sold the horse.
10. What a sweet voice the child has!

With what kind of letter does each sentence begin?

What mark is placed after each declarative sentence? After each imperative sentence? What mark is placed after each interrogative sentence? What mark is placed after each exclamatory sentence?

Every sentence should begin with a capital letter.

A period should be placed at the close of a declarative or of an imperative sentence.

An interrogation point should be placed at the close of an interrogative sentence.

An exclamation point should be placed at the close of an exclamatory sentence.

WRITTEN EXERCISE.

Write a declarative sentence, an interrogative sentence, an imperative sentence, and an exclamatory sentence, about each of the following: —

horse,	cars,	flower,
rain,	clouds,	window.

LESSON II.

SUBJECT AND PREDICATE.

1. Robert walked to the station.
2. The violet blossoms in the spring.
3. The sun will set soon.

Tell what each sentence is about, and what is said about the thing spoken of.

How many parts has each sentence? What does one part show? What does the other part tell?

The part of a sentence that shows what is spoken of is called the **subject.**

The part of a sentence that tells something about the thing spoken of is called the **predicate.**

Name the subject and the predicate in each of the sentences above.

WRITTEN EXERCISES.

I.

Copy the following sentences, and name the subject and the predicate in each. Re-arrange the words, if necessary, to show the usual declarative form:—

1. Some plants are used for food.
2. Yonder stands the tree.
3. Our train was ten minutes late.
4. The bodies of insects are divided into three parts.
5. My cousin lives in Baltimore.
6. Down came the balloon.

7. These baskets were made in Japan.
8. One picture had an oak frame.
9. George walked to the city.
10. The sun will melt the snow.

Model. — Some plants are used for food.

Some plants is the subject; *are used for food* is the predicate.

II.

Copy the following sentences, and tell what the subject and the predicate is, in each: —

NOTE. — First arrange the words in the form of a declarative sentence, and then divide the sentence into subject and predicate.

1. Are the cherries ripe?
2. When will school close?
3. Where do pine-apples grow?
4. Are we all here?
5. Did the boy find his hat?
6. Can you drive the horse?
7. Has the key been found?
8. Was the letter an important one?

Model. — Are the cherries ripe?

The cherries is the subject; *are ripe* is the predicate.

III.

Supply the subjects which are understood in the following sentences, and then name the subject and the predicate in each: —

NOTE. — The subject of an imperative sentence is usually *you*. It is generally not expressed. When the subject is expressed it is placed after the verb.

1. Close the door softly.
2. Hear the birds sing.
3. Tell me what you saw.
4. Enter not into the path of the wicked.
5. Set the tree in this corner.
6. Look at the shadows on the hillside.
7. Praise ye the Lord.
8. Honor thy father and thy mother.

Model. — Close the door softly.

You, understood, is the subject; *close the door softly* is the predicate.

IV.

Copy these sentences, and name the subject and the predicate in each: —

NOTE. — Arrange the words in the form of a declarative sentence, and then divide the sentence into subject and predicate.

1. How slowly the boat moves!
2. What a long journey we must take!
3. How tame the swallows are!
4. What a strong arm the blacksmith has!
5. What a delightful shower we are having!
6. How fresh the air seems!
7. How the bird enjoys its bath!
8. What an excellent likeness this is!

Model. — How slowly the boat moves!

The boat is the subject; *moves how slowly* is the predicate.

LESSON III.

NOUNS.

Mention four names of persons; as, *Clara, Robert.*

Name three places; as, *Chicago, Mexico.*

Give the names of five things that you see; of five that you can hear; of five that you can touch.

Name three different parts of a bird; three parts of a fish.

Mention three different materials used in making clothing; three materials used in building houses.

Give the name of an action; as, *skating, walking.*

Give the name of a quality; as, *kindness, honesty.*

Mention three words that name collections of persons or things; as, *army, swarm.*

A word used as a name is called a **noun.**

Mention the nouns in the following sentences, and tell what each is the name of: —

1. Ralph locked the door.
2. Gas gives a bright light.
3. The basket was filled with peaches.
4. Walking is a healthy exercise.
5. The wind blew the chimney down.
6. Her dress was made of silk.
7. Gold and silver are found in Nevada.
8. The congregation was dismissed.
9. The household were aroused by the barking of a dog.
10. Kindness wins friends.

PROPER AND COMMON NOUNS.

1. Benjamin Franklin was once a printer.
2. This is the oldest church in the city.
3. We shall attend Trinity Church.
4. San Francisco is noted for its beautiful harbor.

In the first sentence, find a name applying to all men who follow a certain occupation. Find the name of an individual.

What is *church* the name of? What is *city* the name of? Find the name of a special city. What special church is mentioned?

A name that belongs to an individual person or thing is called a **proper noun**; as, —

Herbert, *London,* *Vassar College.*

A name that applies to every one of a class of persons or things is called a **common noun**; as, —

boy, *city,* *college.*

A proper noun should begin with a capital letter.

NOTE. — When a proper noun is made up of two or more words, each word should generally begin with a capital letter.

WRITTEN EXERCISE.

Copy these sentences, and draw lines under the words that name special persons or things: —

1. Oranges grow in Florida.
2. Edward is learning to play the flute.
3. Uncle Robert has gone to Europe.
4. Umbrellas were introduced into England from China.
5. We walked through Central Park.

6. Yellowstone Park contains some of the most wonderful geysers in the world.
7. Our friends are staying at the Holland House.
8. The concert was held in Steinway Hall.
9. Lake George is noted for its beautiful scenery.

LESSON IV.

WHEN TO USE CAPITAL LETTERS.

I.

Tell which words in the following sentences are used as titles, and point out each title that is applied to an individual : —

1. The boy was welcomed by aunts, uncles, and cousins.
2. He stood by Uncle William.
3. The fathers and the mothers of the children were invited.
4. Here are your slippers, Father.
5. Senator Brown made a speech.
6. Two generals were on the train.
7. General Warren died at the battle of Bunker Hill.
8. The Governor of Vermont signed the bill.
9. The Pope lives at Rome.
10. The eldest son of Queen Victoria is called the Prince of Wales.

When a title is applied to an individual, or when it is used as part of a name, it should begin with a capital letter; as, —

The Mayor of Chicago, *President Lincoln,* *Aunt Mildred.*

II.

1. The Republicans held a meeting last evening.
2. Mr. Brown is a Baptist.
3. Congress meets the first Monday in December.

What is *Republicans* the name of? What is *Baptist* the name of? What is *Congress* the name of?

Begin with a capital letter the name of a religious sect, of a political party, or of any special body of men; as, —

Presbyterian, *Democrat,* *Congress.*

III.

Find in these sentences the name of a document of special importance, the name of an important event, and the title of a book: —

1. The law is contrary to the Constitution of the United States.
2. The first great battle of the Revolution was fought at Bunker Hill.
3. Have you read "Tom Brown's School Days at Rugby"?

Begin with capital letters words naming particular things or events of special importance; as, —

The Declaration of Independence, *The Revolution.*

Begin with capital letters the important words in the title of a book, of a newspaper, or of any other composition; as, —

Robinson Crusoe, *Harper's Young People,*
My Trip to the Mountains.

IV.

Mention in the following any name or title of God: —

1. The Lord is my shepherd.
2. Remember now thy Creator in the days of thy youth.

Begin with a capital letter any name or title of God; as, —

Lord, *Creator,* *Father,* *the Supreme Being.*

Tell where capital letters are used in the following stanza: —

"All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all."

Begin with a capital letter every line of poetry.

WRITTEN EXERCISE.

Copy all the numbered sentences in this lesson, and tell why each capital letter is used.

LESSON V.

DICTATION EXERCISE.

1. Alice is reading "Little Women."
2. All the Democrats voted against the bill.

3. The Natural Bridge is in Virginia.
4. The meeting was opened by Mayor Green.
5. We shall attend Grace Church.
6. How did you spend New Year's Day?
7. The President gave a public reception at the White House last Wednesday.
8. Why is the Declaration of Independence sometimes read on the Fourth of July?
9. The Pilgrims landed at Plymouth in December, 1620.
10. Howe'er it be, it seems to me,
'Tis only noble to be good.
Kind hearts are more than coronets,
And simple faith than Norman blood.

TENNYSON.

LESSON VI.

WORDS DERIVED FROM PROPER NAMES.

Read the following sentences, and give the meaning of each word printed in Italics: —

1. We speak the *English* language.
2. He works in a *Chinese* laundry.
3. The woman bought a *Japanese* fan.
4. The *American* flag is respected abroad.
5. These table-cloths are made of *Irish* linen.
6. Have you ever seen a *Mexican* pony?
7. The *Canadian* winters are enlivened by many outdoor sports.

8. The *German* band will play at the exercises.
9. Robert Burns was a *Scottish* poet.
10. Do not be too quick to follow *French* fashions.

The words in Italics are derived from proper names. With what kind of letter does each of those words begin?

Begin with a capital letter every word derived from a proper name.

WRITTEN EXERCISES.

I.

Use each of these words in a sentence: —

English,	Mexican,	Italian,	German.
Russian,	French,	Irish,	African,
Roman,	Norwegian,	British,	Chinese.

II.

DICTATION EXERCISE.

1. He bought a Swiss watch.
2. Who wrote "The Barefoot Boy"?
3. The English sparrow is not a general favorite.
4. The schools were closed on Decoration Day.
5. Columbus made four voyages to the New World.
6. Who is your French teacher?
7. The Russian winter is long and cold.
8. Horses were introduced into Mexico by the Spaniards.

LESSON VII.

STUDY OF SELECTION.

LITTLE BELL.

I.

Piped the Blackbird, on the beechwood spray,
"Pretty maid, slow wandering this way,
What's your name?" quoth he.
"What's your name? Oh, stop and straight unfold,
Pretty maid, with showery curls of gold."
"Little Bell," said she.

II.

Little Bell sat down beneath the rocks,
Tossed aside her gleaming, golden locks, —
"Bonny bird!" quoth she,
"Sing me your best song, before I go."
"Here's the very finest song I know,
Little Bell," said he.

III.

And the Blackbird piped — you never heard
Half so gay a song from any bird;
Full of quips and wiles,
Now so round and rich, now soft and slow,
All for love of that sweet face below,
Dimpled o'er with smiles.

IV.

And the while that bonny bird did pour
His full heart out, freely, o'er and o'er,
'Neath the morning skies,
In the little childish heart below
All the sweetness seemed to grow and grow,
And shine forth in happy overflow
From the brown, bright eyes.

V.

Down the dell she tripped, and through the glade —
Peeped the squirrel from the hazel-shade,
And from out the tree
Swung and leaped and frolicked, void of fear,
While bold Blackbird piped, that all might hear,
"Little Bell!" piped he.

Read the first stanza. What is this stanza about? Where was the blackbird? Whom did he address? What did he say? What reply did the little girl make? Describe Little Bell. What is the meaning of *piped?* Of *spray?* Of *quoth?* Of *unfold?* What are the marks called that enclose the words *Little Bell?* Why are they used?

Read the second stanza. What was the first thing that Little Bell did? What the second thing? What is meant by *golden* locks? Why are they said to be *gleaming?* What did Little Bell ask the bird to do? What reply did he make? What is the meaning of *bonny?*

What does the third stanza tell? Mention the words that describe the blackbird's song. What is the meaning of the third line? Why did the blackbird sing so sweetly?

Read the fourth stanza. What was the effect of the bird's singing? Why is the apostrophe used in the second line? In the third line?

Read the fifth stanza. How many statements are made in the first line? What is the difference between a *dell* and a *glade?* What is the second line about? Change the order of the words, placing the subject of the sentence first. Would *looked* express the meaning as well as *peeped?* Why not? What else did the squirrel do? Give in your own words the meaning of the third and fourth lines. What do the last two lines tell?

WRITTEN EXERCISES.

I.

Re-arrange the words in the following sentences, placing the subjects of the sentences first: —

1. Piped the blackbird, on the beechwood spray.
2. Down the dell she tripped, and through the glade.
3. Peeped the squirrel from the hazel-shade.
4. From out the tree swung and leaped and frolicked the squirrel.
5. "Little Bell!" piped he.

II.

Copy the following, writing the contracted words in full: —

1. What's your name?
2. Here's the very finest song I know.
3. Her face was dimpled o'er with smiles.
4. That bonny bird did pour
   His full heart out, freely, o'er and o'er,
   'Neath the morning skies.

III.

Copy the following, and draw one line under the subject and two lines under the predicate, in each sentence: —

1. Little Bell sat down beneath the rocks.
2. She tossed aside her golden locks.
3. Sing me your best song.
4. What is your name?
5. "Little Bell," said she.
6. That bonny bird did pour his full heart out.
7. You never heard half so gay a song.
8. The sweetness shone forth from the brown, bright eyes.
9. Down the dell she tripped.
10. Peeped the squirrel from the hazel-shade.

LESSON VIII.

STUDY OF SELECTION.

LITTLE BELL. — *Continued.*

VI.

Little Bell sat down amid the fern:
"Squirrel, Squirrel! to your task return!
Bring me nuts!" quoth she.
Up, away! the frisky Squirrel hies,
Golden wood-lights glancing in his eyes,
And adown the tree,

Great ripe nuts, kissed brown by July sun,
In the little lap drop, one by one —
Hark! how Blackbird pipes, to see the fun!
"*Happy* Bell!" pipes he.

VII.

Little Bell looked up and down the glade:
"Squirrel, Squirrel, from the nut-tree shade,
Bonny Blackbird, if you're not afraid,
Come and share with me!"
Down came Squirrel, eager for his fare,
Down came bonny Blackbird, I declare;
Little Bell gave each his honest share —
Ah! the merry three!

VIII.

And the while those frolic playmates twain
Piped and frisked from bough to bough again,
'Neath the morning skies,
In the little childish heart below,
All the sweetness seemed to grow and grow,
And shine out in happy overflow,
From her brown, bright eyes.

IX.

By her snow-white cot, at close of day,
Knelt sweet Bell, with folded palms, to pray.
Very calm and clear
Rose the praying voice, to where, unseen,
In blue heaven, an angel shape serene
Paused awhile to hear.

X.

"What good child is this," the angel said,
"That, with happy heart, beside her bed,
Prays so lovingly?"
Low and soft, O, very low and soft,
Crooned the Blackbird in the orchard croft,
"Bell, *dear* Bell!" crooned he.

XI.

"Whom God's creatures love," the angel fair
Murmured, "God doth bless with angels' care;
Child, thy bed shall be
Folded safe from harm; love, deep and kind,
Shall watch round and leave good gifts behind,
Little Bell, for thee."

THOMAS WESTWOOD.

What was said about little Bell in the last lesson?

Read the first stanza in this lesson. What does the first line tell? What did the little girl say to the squirrel? What did the squirrel do? What is the meaning of *frisky?* Of *hies?* What did the blackbird say?

Read the next stanza. What did Little Bell say to the squirrel and the blackbird? What did they do?

Read the eighth stanza. What is meant in the first line by the *playmates twain?* Express in your own words the thought contained in this stanza.

What does the next stanza tell? What is a cot? What word could be used instead of *palms*, in the second line?

Read the remaining stanzas. Who heard the child praying? What question did the angel ask? What answer did he receive? What is the meaning of *crooned?* What is a croft?

Read the angel's words in the first two lines of the last stanza. What is the meaning of these lines? What promise is made the child? Why was this promise given?

WRITTEN EXERCISE.

Use each of the following words in a sentence of your own: —

spray,	beneath,	locks,	tripped,
wandering,	golden,	dimpled,	peeped,
leaped,	frisky,	share,	fare,
merry,	cot,	palms,	calm,
crooned,	orchard,	creatures,	harm.

LESSON IX.

COMPOSITION.

Write in your own words the story of ***Little Bell.***

HINTS.

Where did Little Bell go? In what season of the year did she take her walk and at what time of day? How old was she and how did she look? What companions did she meet? What did the three friends do? How did the little girl close the day? Who inquired about her? What promise was made by the angel?

PRONOUNCING EXERCISE.*

Pronounce : —

[Sound **ā** and **āi** in these words like **a** in **āte**.]

pātron,	pātriotic,	plāit,	cāmbric,
pātriot,	mātron,	chāmber,	Cāmbridge.

[Sound **ă** and **ăi** in these words like **a** in **ăt**.]

băde,	cătch,	găther,	bărrel,
plăid,	năational,	tăssel,	spărrow.

LESSON X.

REVIEW.

ORAL EXERCISE.

What is a sentence? Give an example.

Name the four kinds of sentences.

Give original examples of declarative, interrogative, imperative, and exclamatory sentences.

How many parts has each sentence? What are those parts called?

What is a noun? Into how many classes are nouns divided? What is each class called? What is the difference between a common noun and a proper noun? Give an example of each.

Tell why each capital letter is used in the following : —

1. This chair was made by the Shakers.
2. The tea-plant is cultivated in China.

* *To the Teacher.* — Give a few minutes each day to exercises of this kind. First require the class to pronounce the words clearly and distinctly, in a pleasant tone of voice, and then call upon individual pupils for one or two words each.

3. Sir Walter Scott had a great affection for animals.
4. England is separated from France by the English Channel.
5. The Legislature will be in session on Monday evening.
6. The Governor has issued a Thanksgiving proclamation.
7. Charles is reading "The Old Curiosity Shop."
8. O Harry, see what I have found.
9. The chimney-piece is set round with Dutch tiles, representing scenes from Scripture.
10. "On Alpine heights the love of God is shed;
He paints the morning red,
The flowerets white and blue,
And feeds them with his dew.
On Alpine heights a loving Father dwells."

WRITTEN EXERCISE.

1. *Write a declarative sentence about* ***spring.***
2. *Write an interrogative sentence about* ***summer.***
3. *Write an imperative sentence about* ***autumn.***
4. *Write an exclamatory sentence about* ***winter.***
5. *Draw one line under the subject and two lines under the predicate, in each of the four sentences written.*
6. *Write five rules for the use of capital letters, and illustrate each with an original example.*
7. *Write from memory a stanza of poetry.*
8. *Write the names of —*

three railroads,
two express companies,
three hotels,
two banks,
three colleges,
two public halls,
four newspapers,
two books.

LESSON XI.

PRONOUNS.

1. William stopped when he heard his name called.
2. Marion looked at the plant, but she could not tell its name.
3. The soldiers are marching. What short steps they take!

About whom is the first statement made? For what word is *he* used? For what is *his* used?

How many things are said about Marion? Who is meant by *she?* To what does *its* refer?

How many sentences are there in the last example? Tell what each sentence does. Who are meant by *they?*

Tell which words in the sentences above are used for nouns.

A word used for a noun is called a **pronoun.**

WRITTEN EXERCISES.

I.

Copy these sentences, and underline the pronouns: —

1. They are building a new house.
2. You knocked at the wrong door.
3. He wrote a letter to his brother.
4. We took our friends to see the painting.
5. He is older than your son.
6. The fishermen are mending their nets.

7. She laughed merrily.
8. Do you enjoy your work?
9. I looked for the book, but could not find it.
10. She invited us to ride with her.

II.

Write sentences containing the following pronouns used as the subjects of sentences: —

I, we, you, he,
she, they, it.

LESSON XII.

ADJECTIVES.

1. Alice has a warm cloak.
2. This key will not lock the drawer.
3. The first carriage contained four persons.

What is the office of the word *warm?* Of the word *this?* What word limits the meaning of the word drawer to one particular drawer? What is the office of the word *first?* Of the word *four?*

Which words in the sentences above are used to describe or limit the meanings of nouns?

A word that describes or limits the meaning of another word is said to modify that word.

A word used to modify a noun or a pronoun is called an **adjective.**

Name the adjectives in the sentences above, and tell what each modifies.

WRITTEN EXERCISES.

I.

Use the following words in the statement of some fact. Make as many sentences as you can think of: —

two,	four,	six,	ten,	fifth,
three,	five,	seven,	first,	seventh.

Examples. — There are seven colors in the rainbow.
July is the seventh month in the year.

II.

Write sentences containing the following words used as adjectives: —

each,	few,	these,	both,
this,	many,	some,	no,
that,	every,	several,	those.

Example. — Each boy carried a flag.

III.

Use each of the following words in a sentence, to describe something: —

rolling,	flying,	jumping,	creeping,
burning,	whistling,	shining,	singing.

Example. — A rolling stone gathers no moss.

IV.

Write sentences containing the following adjectives: —

small,	rough,	sad,	strong,
heavy,	smooth,	pleasant,	narrow,
happy,	patient,	honest,	industrious.

LESSON XIII.

CHOICE OF ADJECTIVES.

Tell the office of each word in Italics, in the following sentences: —

1. He has built a *handsome* house.
2. The rose is *beautiful* flower.
3. What a *pretty* vase this is!
4. She is a *lovely* child.
5. Here the *splendid* ice-palace met our view.
6. The dress was trimmed with *real* lace.
7. This peach is *delicious.*
8. Look at this *ugly* worm.
9. Did you have a *pleasant* walk?
10. The carpet has a *bright* border.
11. The Chinese have many *queer* customs.
12. He felt the *awful* solitude of the desert.

Which of these words are applied to things pleasing to the sight?

Mention three things that may be called *pretty.* Mention two things that may be called *handsome.* To what may the word *beautiful* be applied?

Find a word that is applied to something not pleasing to the sight.

What kind of child may be called *lovely?* Would it be right to apply the word *lovely* to articles of food? To articles of dress?

Which of these words implies something showy or brilliant? Should we use the word *splendid* to describe a walk or a ride?

Which of the words above implies fear and reverence? May the word *awful* be applied to an article of dress?

What is meant by *real* lace?

WRITTEN EXERCISES.

I.

Write sentences containing the following adjectives: —

handsome,	awful,	real,	bright,
pretty,	delicious,	beautiful,	ugly,
lovely,	pleasant,	splendid,	queer.

II.

Write sentences, using adjectives to describe the things named below. Choose such adjectives as will exactly express your meaning: —

a drive,	a snake,
a procession,	a toad,
a companion,	a bonnet,
an accident,	a cloak,
a cake,	a diamond,
a pudding,	a friend,
a storm,	a thunder-shower,
a horse,	a sunset.

LESSON XIV.

COMPARISON.

Give the name of a tall boy in the room. Give the name of another tall boy. Compare the height of the two boys. Tell what you see.

Pupil. Clarence is *taller* than Frank.

Notice the heights of all the boys in your class. What would you say of the boy that exceeds all the others in height?

Pupil. He is the *tallest* boy in the class.

How many forms of the adjective *tall* have you used, to express different degrees of height?

The form of an adjective that simply expresses the quality is called the **positive**; as, *tall, short.*

The form of an adjective that expresses a higher or a lower degree of the quality is called the **comparative**; as, *taller, shorter.*

The form that expresses the highest or lowest degree of the quality is called the **superlative**; as, *tallest, shortest.*

What did you add to the word *tall,* to show that the second boy exceeded the first in height?

What was added to the word *tall,* to show that one boy exceeded all the others in height?

Add ***er*** or ***r*** to most adjectives of one syllable, to form the ***comparative;*** as, *tall, taller; wise, wiser.*

Add ***est*** or ***st*** to most adjectives of one syllable, to form the ***superlative;*** as, *tall, tallest; wise, wisest.*

Suppose you are speaking of two boys. You say that one is *industrious,* and wish to state that the second boy has more of the same quality than the first. What will you say about the second boy?

What will you say about a boy that surpasses them both in industry?

Prefix ***more*** or ***less*** to most adjectives of more than one syllable, to form the ***comparative;*** as, *more industrious; less contented.*

Prefix ***most*** or ***least*** to most adjectives of more than one syllable, to form the ***superlative;*** as, *most industrious; least contented.*

A few adjectives of two syllables may be compared by adding *er* and *est;* as, —

noble,	nobler,	noblest,
narrow,	narrower,	narrowest,
handsome,	handsomer,	handsomest.

Some adjectives use other words to express different degrees of the same quality; as, —

good,	better,	best,
many,	more,	most,
little,	less,	least,
bad,	worse,	worst.

NOTE. — These forms are called *irregular;* that is, they are not formed according to the usual rule.

WRITTEN EXERCISES.

I.

Write sentences, using the following adjectives in comparing two things: —

strong,	cold,	happy,
sweet,	beautiful,	pretty,
neat,	thick,	patient,
heavy,	deep,	generous.

Example. — My right arm is stronger than my left arm.

II.

Use the following in comparing different things. Remember to use the comparative degree when speaking of two things: —

larger,	neatest,
taller,	worst,
harder,	best,
swifter,	most faithful,
more industrious,	most beautiful,
more plentiful,	least desirable,
more graceful,	most useful.

Examples. — Walter is taller than Henry.
Walter is the best penman in his class.

LESSON XV.

THE PARAGRAPH.

THE BUSY BEE.

Let us watch the bees as they pass to and fro from their hive.

First of all we see some half-dozen around the door. They are there to warn off intruders. If we approach too near the front of the hive, one of these sentries will dash forward with an angry buzz; and, if we do not wisely take the hint, the brave little soldier will soon return with help from the guard-room to enforce the command.

There are three substances required in the hive, — pollen, or bee-bread, the food of the young bees; wax to make the combs; and honey for the support of the community. The bees that are passing and repassing the sentries are not all laden alike. Some of them have little yellow or red tufts on their legs, others have none. But all that return are laden. Those with tufts on

their legs have been collecting pollen from flowers. The honey-gatherers and the wax-gatherers carry their stores in their throats.

To understand how the pollen is carried, we should examine a bee's hind leg with a microscope. The upper joint is flattened, and its edges are surrounded with stiff hairs, which form a sort of basket. When the bee enters a flower, it takes a plunge into the pollen. The pollen is brushed down into the little basket, till a good-sized ball is formed. If the bee cannot complete its load in one flower, it will always seek out another of the same kind. It will not mix the pollen of two different kinds of flowers.

The honey-gatherers and the wax-gatherers draw in the sweet juices from flowers by their trunks. The trunk serves as a mouth and a pump. The liquid passes through this into the throat, and is thus carried to the hive.

Adapted from *Good Words for the Young.*

What do we first see around the door of the hive? What do these bees do? Why are they called *sentries?* What is an *intruder?*

What three substances are required in the hive? What is *pollen?* What is meant by the *community?* What are the bees that are passing and repassing the sentries doing?

Describe a bee's hind leg. How does a bee collect pollen?

How do the honey-gatherers and the wax-gatherers collect their stores?

Into how many parts is this selection divided?

The different parts into which a prose composition is divided are called **paragraphs.**

State the number of paragraphs in this piece, and tell what each is about.

WRITTEN EXERCISE.

Write from memory what you have learned about the ***Bees.*** *Tell —*

1. What bees are first seen around a hive.
2. What three substances are required in the hive, and the use of each.
3. How a bee collects pollen and carries it to the hive.
4. How the honey-gatherers and the wax-gatherers collect their stores.

Write in paragraphs, making one paragraph for each heading above.

Leave a margin half an inch wide at the left of your paper.

Leave a space half an inch long at the beginning of the first line in every paragraph.

LESSON XVI.

COMPOSITION.

MIGRATION OF BIRDS.

Find out what you can about the ***Migration of Birds,*** *and then tell in your own words —*

1. What the migration of a bird is.
2. Mention the common migratory birds in your locality, and tell at what time they arrive in spring, and when they depart in autumn.

3. Tell why these birds migrate. State whether they feed upon insects, worms, fruit, seeds, fish, or other food, and show what effect the cold weather has upon their supply of food.

4. Tell how they migrate. Tell at what season and in what direction they take their flight; whether they travel in the day-time or at night, alone or in flocks; and how far they go.

Write one paragraph for each of the foregoing topics. Do not forget to leave a space in the first line, when you begin a new paragraph.

PRONOUNCING EXERCISE.

Pronounce: —

[Sound **ä, äu,** and **eä** in these words like **a** in **ärm**.]

cälf,	fäther,	cälm,	läundry,	cän't,
hälf,	bälm,	älms,	mustäche,	shän't,
läugh,	pälm,	heärth,	äre,	bäth,
piäno,	psälm,	läunch,	äunt,	päth.

LESSON XVII.

REVIEW.

ORAL EXERCISE.

What is a pronoun? Mention five pronouns.

What is an adjective? Mention five adjectives that may be used to point out special things. Give five adjectives that may be used to show how many things are meant. Give five adjectives that may be used to show what kind of things are meant.

What three forms has the adjective *long?* What are these different forms called?

What is the positive of *prettier?* Of *sweetest?*

What is the comparative of *slow?* Of *beautiful?* Of *good?*

What is the superlative of *clear?* Of *generous?* Of *bad?*

State two ways in which the comparative of adjectives is formed, and illustrate each by an example.

State two ways in which the superlative of adjectives is formed, and illustrate by examples.

Illustrate the correct meaning and proper pronunciation of the following words, by using them in short sentences: —

patron,	half,	psalm,	bade,	catch,
patriotic,	laugh,	chamber,	path,	can't,
national,	matron,	tassel,	hearth,	gather,
piano,	aunt,	bath,	laundry,	calm.

WRITTEN EXERCISES.

1. *Write four declarative sentences, using one of the following words as the subject in each: —*

I, we, they, he.

2. *Write three interrogative sentences, using one of these words as the subject in each: —*

you, she, it.

3. *Write sentences showing the correct use of the following adjectives: —*

handsome,	lovely,	awful,	ugly,
pretty,	splendid,	real,	queer.

4. *Write sentences containing the comparative of —*

deep,	heavy,	good,	happy,
plentiful,	useful,	unhappy,	patient.

5. *Write sentences containing the superlative of —*

sweet,	many,	beautiful,	comfortable,
hard,	bad,	pleasant,	careless.

6. *Write three paragraphs about the* ***Uses of Rivers.***

LESSON XVIII.

VERBS.

1. The horses ran.
2. Our boat moves slowly.
3. Helen opened the box.

What did the horses do? What word tells or asserts something of the boat? What word asserts something of Helen?

A word that asserts is called a **verb.**

About what is the first assertion made? The second assertion? Who is spoken of in the third sentence?

The word that denotes the person or thing spoken of is called the **subject** of the verb.

What is the subject of the verb *ran?* Of the verb *moves?* Of the verb *opened?*

Mention each verb in the following sentences, and name its subject : —

1. Plants need sunshine.
2. The dog welcomed his master.
3. The bluebird comes in early spring.
4. A small stream flows through the field.
5. We gathered pebbles on the beach.
6. The parrot's name is Polly.
7. Two men stepped from the carriage.
8. He opened the gate.
9. We entered the city at ten o'clock.
10. The hunter raised his gun.

WRITTEN EXERCISES.

I.

Write sentences, using each of the following as verbs : —

rises,	have,	forgot,	walked,
looked,	has,	flew,	built,
wrote,	is,	received,	grows,
was,	were,	opened,	live.

II.

Write sentences, using each of the following words as the subject of a verb. Underline the verbs : —

artist,	they,	door,
soldier,	clock,	carriage,
boy,	slippers,	flowers,
he,	carpenters,	clouds.

LESSON XIX.

TRANSITIVE AND INTRANSITIVE VERBS.

1. The wind blows.
2. The bell rang.
3. Henry threw the ball.
4. The kitten caught a mouse.

Mention the verb in each sentence, and name its subject.

What is asserted of Henry? Which word tells what Henry threw?

Which word tells what the kitten caught, or limits the action expressed by the verb?

The noun or pronoun that limits the action expressed by a verb is called the **object** of the verb. Some verbs require objects to complete the meaning. The same verb may require an object in one sentence, and not require one in another.

Which of the verbs above require objects to make the meaning complete? Which do not require objects?

A verb that requires an object is called a **transitive verb.**

A verb that does not require an object is called an **intransitive verb.**

WRITTEN EXERCISES.

I.

Copy these sentences. Underline the verbs, the subjects of the verbs, and the objects of the transitive verbs: —

1. Edwin built the fire.
2. The boy rang the bell.
3. The whistles blow at seven o'clock.

4. Grace brought the paper.
5. She placed the flowers upon the breakfast table.
6. The dog growled.
7. Your brother turned the wheel.
8. The wheel turned slowly.
9. The gardener sold his strawberries.
10. She sat by the table.

II.

Write sentences, using the following as verbs. Underline the transitive verbs in the sentences written: —

sat,	lost,	build,
opened,	bought,	walked,
heard,	came,	built,
purr,	fastened,	finish,
chirp,	stands,	writes.

LESSON XX.

ACTIVE AND PASSIVE FORMS.

1. A hawk *caught* a chicken.
2. A chicken *was caught* by a hawk.
3. The conductor *stopped* the car.
4. The car *was stopped* by the conductor.

In how many ways is each thought expressed in the sentences above? What action is asserted of the hawk? What is the object of the verb *caught?* How is the word *chicken* used in the second sentence?

The object of the first verb is made the subject of the second verb; the second verb represents its subject as receiving the action expressed by the verb.

What is the subject of the verb in the third sentence? What is the object of the verb? How is *car* used in the fourth sentence?

A verb that represents its subject as acting is called **active.**

A verb that represents its subject as being acted upon is called **passive.**

Which verbs are active in the sentences at the head of this lesson? Which are passive?

WRITTEN EXERCISES.

I.

Copy these sentences, and underline the verbs that have the passive form: —

1. The Southern States export cotton.
2. Cotton is exported by the Southern States.
3. Two steamers were seen in the distance.
4. We saw a wild duck.
5. The trees were planted in the spring.
6. This bay has an inlet from the sea.
7. The light-house stands on a point of land.
8. The car was broken by the fall.
9. A carriage was sent to the train.
10. The boat arrives at six o'clock.

II.

Change these sentences, making the verbs passive: —

1. The merchant displayed his wares.
2. We informed our friends of our arrival.

3. The girls gathered autumn leaves.
4. The child opened the picture-book.
5. The farmer reaped the grain.
6. The company explored the cave.
7. They found many curiosities.
8. William Penn founded Philadelphia.

LESSON XXI.

ADJECTIVES THAT COMPLETE PREDICATES.

1. The grapes are ripe.
2. Your hands look cold.
3. She is happy.

What is asserted of the grapes? Does *are* alone tell anything about the grapes? What word is used with *are*, to complete the assertion? What does *ripe* describe?

Read the predicate of the second sentence. Name the verb. What word is used with the verb, to complete the predicate? What does *cold* describe?

What word in the third sentence completes the predicate? What does *happy* modify?

Adjectives used with *is*, *are*, *was*, *were*, and some other verbs, to complete predicates, are called **predicate adjectives.**

A predicate adjective modifies a noun or a pronoun in the subject.

WRITTEN EXERCISES.

Write sentences, using the following adjectives, to complete predicates. Underline the adjectives used and the words which they modify: —

sweet,	clean,	patient,	ripe,	diligent,
blue,	bright,	sharp,	long,	interesting,
large,	narrow,	light,	kind,	rough,
old,	cheerful,	heavy,	mellow,	smooth.

LESSON XXII.

NOUNS THAT COMPLETE PREDICATES.

1. Longfellow was a poet.
2. Bayard Taylor was a great traveller.
3. The willow is a graceful tree.

How many names do you see in the first sentence? What is the office of the first name? Of the second name? Which name is used in the predicate? To what does *poet* refer?

Whom is the second sentence about? What was *Bayard Taylor?*

What two words in the third sentence refer to the same thing? Which of these words is used in the predicate?

Which nouns above are used in the predicate and refer to the subjects of the verbs?

A noun used in the predicate and referring to the subject of the verb is called a **predicate noun.**

WRITTEN EXERCISE.

Write sentences, using the following names as ***predicate nouns:***—

lawyer,	city,	vegetable,	country,
grocer,	metal,	stranger,	river,
cousin,	patriot,	soldier,	inventor,
doctor,	American,	building,	hero.

LESSON XXIII.

COMPOSITION.

COPERNICUS AND WHAT HE THOUGHT.

About 400 years ago there was a man named Copernicus. He lived in the city of Rome and taught mathematics in one of the great universities.

He watched the motions of the sun and stars, and studied them carefully. He could not believe that the sun and moon and stars were fastened in a crystal arch that whirled around the earth once a day. This was what other people thought, but he believed that such beauty as he saw in the skies must be due to some simpler and more beautiful arrangement.

You remember the little rhyme,

"Twinkle, twinkle, little star,
How I wonder what you are,"

but I must tell you that *all* stars do not twinkle. If you look at them at night when the sky is clearest, you will see how

lively the light of most of them sparkles and flashes, as if they were laughing at you, but if you look carefully, you may find a few that do not twinkle at all; they shine with a clear and a steady light. These are called planets. The earth is one of these planets, and if you could get far enough away from it you would see it shine as brightly as any of them.

Now Copernicus saw that the sun and all these planets are in a system by themselves; the twinkling stars are far away beyond them all. He believed the earth to be a globe, turning around upon its axis once a day. He believed the sun and all the other planets to be globes too, and that they were whirling on their own axes also. He watched their motions through the heavens and found that each one has its own path in which it travels around the sun. They leave no track behind them, and yet their way is never lost. Time after time has each one travelled over and over again its noiseless journey in its smooth and unmarked pathway around the sun.

Copernicus hardly dared to tell the world his new ideas about the heavens, for it was then a dangerous thing to believe anything different from what others thought to be true. He who did, would sometimes be driven from his home, shut up in prison, or punished with painful torture. So Copernicus kept his thoughts to himself, but he wrote them out in a little book, and not until the very day on which he died was the first printed copy of it received. What he did not dare to teach while alive, everybody has, since his death, learned to be true. The sun is the centre of the system; the earth and all the other planets go around him at different distances in the heavens.

Le Roy C. Cooley.

Who was Copernicus?

What did he study? What did the people of his time believe about the sun and stars?

What two kinds of stars may be seen in the sky? What do we call the stars that shine with a steady light?

What did Copernicus believe about the sun and planets? What did he believe about the twinkling stars? What is a *globe?* What is meant by the axis of the earth? How often does the earth turn on its axis?

Why was Copernicus afraid to tell what he thought about the sun and stars? How did his thoughts become known? What is now believed about the sun and the earth?

WRITTEN EXERCISES.

I.

Write in your own words about **Copernicus.** *Tell —*

1. Who Copernicus was.
2. What he studied, and what he could not believe.
3. What two kinds of stars may be seen in the sky.
4. What Copernicus believed about the sun and stars.
5. Why he was afraid to tell what he thought, and how his thoughts became known.

Make one paragraph for each heading given.

II.

Write sentences showing the correct use of the following words: —

mathematics,	crystal,	arch,	due,
whirled,	arrangement,	twinkle,	flashes,
sparkle,	globe,	axis,	track,
torture,	copy,	dare,	centre.

LESSON XXIV.

STUDY OF SELECTION.

THE SPACIOUS FIRMAMENT ON HIGH.

I.

The spacious firmament on high,
With all the blue ethereal sky,
And spangled heavens, a shining frame,
Their great Original proclaim.
The unwearied sun, from day to day
Does his Creator's power display;
And publishes, to every land,
The work of an Almighty hand.

II.

Soon as the evening shades prevail,
The moon takes up the wondrous tale;
And nightly, to the listening earth,
Repeats the story of her birth:
Whilst all the stars that round her burn,
And all the planets, in their turn,
Confirm the tidings as they roll,
And spread the truth from pole to pole.

III.

What though, in solemn silence, all
Move round the dark terrestrial ball;

What though no real voice nor sound
Amidst their radiant orbs be found :
In reason's ear they all rejoice,
And utter forth a glorious voice,
Forever singing as they shine,
"The hand that made us is divine."

JOSEPH ADDISON.

Read the first stanza. What is meant by *the firmament on high?* Why is it called *spacious?* What is mentioned in the second line? What in the third line? Why are the *heavens* said to be *spangled?* What is asserted of the firmament and heavens? What is meant by *proclaiming their Original?* Read the first statement about the sun. Why does the writer say *unwearied* sun? What is meant by *displaying* his Creator's power? Read the second statement about the sun. What is the meaning of *publishes?* What is meant by an *Almighty hand?*

Read the second stanza. What is the first statement in this stanza? What does the first line tell? What is meant by *evening shades?* Read the second statement about the moon. To what does the moon repeat the story of her birth? How often? What are spoken of in the fifth and sixth lines? What are the stars and planets said to do? Give the meaning of this stanza in your own words.

Read the third stanza. What is the meaning of *terrestrial?* What is meant by *the dark terrestrial ball?* To what does *all* refer, in the first line? In these two lines, does the poet describe the real motion or the apparent motion of the sun and the stars? Express in your own words the thought contained in the first six lines. What is meant by *they* in the fifth and seventh lines? What are the sun, moon, and stars forever singing?

Copy the poem, and commit it to memory.

PRONOUNCING EXERCISE.

Pronounce : —

[Give **å** an intermediate sound between **ă** and **ä**, as in **åsk**.]

påst,	måss,	åfter,	ånt,
låst,	glåss,	åfternoon,	ånswer,
fåst,	cläss,	påstor,	chånce,
påss,	gråss,	måster,	basket.

LESSON XXV.

REVIEW.

WRITTEN EXERCISES.

1. *Write a stanza from some poem that you have learned.*

2. *Make a list of all the verbs found in the stanza. What is a verb?*

3. *Write sentences containing the following words, used as the subjects of verbs :* —

coal,	evening,	stars,	we,
wheat,	tents,	they,	you.

4. *What is a transitive verb? Give an example.*

5. *Write sentences containing the following words, used as the objects of verbs :* —

question,	window,	him,	fog,
trunks,	breeze,	them,	boat.

6. *Re-write the following sentences, changing the verbs to the passive form : —*

The strangers visited the old mansion.
The light of the lantern attracted numerous insects.
Exercise strengthens the body.
They sent the flowers by express.
Burglars entered the house.

7. *Use the following adjectives in sentences, to complete predicates : —*

smooth, silent, polite, black, comfortable.

8. *Use the following nouns in sentences, to complete predicates : —*

mineral, poet, river, insect, soldier.

9. *Write the name of your favorite author, and tell why you like his or her works.*

LESSON XXVI.

ADVERBS.

1. The rain falls gently.
2. Our friends soon learned the way.
3. The man stood here.

How does the rain fall? *When* did our friends learn the way? *Where* did the man stand?

What does the word *gently* do? What *soon?* What *here?*

Name the verbs in the foregoing sentences, and tell what words modify the meanings of those verbs.

A word that modifies a verb is called an **adverb.**

Mention the adverbs in the following sentences, and tell the office of each: —

1. The woman sews neatly.
2. They never found the stolen goods.
3. He turned suddenly, and then walked rapidly away.
4. She listened patiently to the long story.
5. Begin the work immediately.
6. The bell rang twice.
7. I looked down from the summit of a high rock.
8. The boy often came to hear the music.
9. This good news arrived yesterday.
10. You now see why the plan was changed.
11. We saw a sail plainly.
12. The iceberg drifted slowly towards the south.
13. "Come forth instantly," said the officer.

Sometimes an adverb is used to modify an adjective; as, —

It was a *very* long journey.
He is *so* hoarse that he can scarcely speak.

Sometimes an adverb is used to modify another adverb; as, —

You read *too* fast.
We are *almost* there.

WRITTEN EXERCISE.

Use each of the following words in a sentence, to modify a

verb, or an adjective, or another adverb. Underline the adverbs and the words which they modify : —

neatly,	to-night,	down,	quite,
slowly,	now,	back,	very,
swiftly,	yesterday,	here,	never,
quickly,	soon,	there,	surely,
pleasantly,	once,	up,	not.

LESSON XXVII.

NEGATIVES.

Tell which of these sentences affirm, and which deny : —

The articles will be found.
The articles will never be found.

These grapes are ripe.
These grapes are not ripe.

He knows something about the matter.
He knows little about the matter.
He does not know anything about the matter.

I told one person.
I never told you that.
I did not tell anybody.

Our climate is warmer than theirs.
Our climate is not warm.

A sentence that affirms is called **affirmative**, and one that denies is called **negative.**

Which of the foregoing sentences are affirmative? Which are negative?

A word that denies is called a **negative.**

Name the negatives in the sentences above.

Do not use two negatives in the same sentence, unless you wish to express an affirmation.

WRITTEN EXERCISES.

I.

Change these sentences, making each express a meaning opposite to the meaning given: —

1. Your mail has come.
2. The boy is better.
3. He will pay something for the use of the carriage.
4. I did not give him anything.
5. Don't tell anybody.
6. Speak to the child.
7. It will do no good.
8. He did not put anything into the box.
9. The nurse followed the directions given.
10. They said something to the owner of the boat.

Example. — Your mail has not come.

II.

Use the following words in affirmative sentences: —

somebody, anybody, something, anything, anywhere.

III.

Use the following words in negative sentences: —

not, didn't, never, cannot, don't.

LESSON XXVIII.

POSITION OF MODIFIERS.

1. It was a bright tin cup.
2. You need a pair of new boots.
3. She bought two pairs of gloves.

What does *tin* describe? What kind of *tin cup* is spoken of?

What does *bright* modify?

Ans. *Bright* modifies the expression *tin cup.*

What does *new* describe in the second sentence? Before what word is it placed?

What is the use of *two* in the third sentence? Where is it placed?

Place a modifying word as near as possible to the word which it modifies.

WRITTEN EXERCISE.

Copy the following sentences, inserting in each the word at the end. Be careful to place each word so that it will express the meaning intended: —

1. They live in a brick house. [large]
2. A cheerful lady received us. [old]

3. Do you keep straw hats? [boys']
4. Did you see any ladies' silk gloves? [black]
5. Do not forget to take a pair of boots. [old]
6. Edgar has two silver coins. [new]
7. We did see the picture. [not]
8. I see two buds. [only]
9. He rides in the morning. [here]
10. The good are great. [alone]

LESSON XXIX.

WHEN TO USE ADJECTIVES.

1. The lake looks beautiful.
2. The fur feels soft.
3. This apple tastes bitter.
4. The violet smells sweet.

What word describes the appearance of the lake? What is the use of *soft?* Of *bitter?* Of *sweet?*

Mention the words in the sentences above that are used to describe the thing spoken of.

1. The apple is sweet.
2. She sings sweetly.
3. This pillow is soft.
4. Speak softly.

What is the office of *sweet?* Of *sweetly?* Of *soft?* Of *softly?*

What words in these sentences describe the thing spoken of? What words show how the action is performed?

Use an adjective after such verbs as *look, feel, smell, taste,* when you wish to describe the person or thing spoken of. Use an adverb when you wish to show how the action is performed.

Tell which words in Italics are used to describe persons or things, and which are used to show how actions are performed: —

1. Charles looks *ill.*
2. The girl is *unhappy.*
3. The woman looked *sharply* at the stranger.
4. The bark feels *rough.*
5. Her dress looked *neat.*
6. She sews *neatly.*
7. Henry arrived *safe.*
8. I feel *bad.*
9. The work is *badly* done.
10. The bell was answered *promptly.*

WRITTEN EXERCISES.

I.

Write sentences containing the following adjectives used after ***look, feel, smell, taste,*** *or* ***seem:*** —

kind,	beautiful,	natural,	bitter,
careful,	pleasant,	rough,	neat,
bad,	sweet,	smooth,	prompt.

II.

Form adverbs from the words in the foregoing list.

Examples. — kindly, carefully.

III.

Write sentences containing the adverbs formed from the words in the foregoing list.

LESSON XXX.

THE COMMA.

1. The child has a bright, happy face.
2. Bats have large front teeth.
3. The grocer sells tea, coffee, and sugar.

What is the office of *happy?* Of *bright?* What mark is placed between the two words? What does *front* describe? What kind of *front teeth* do bats have?

The adjectives *bright* and *happy* are used in the same way, — each describes face. The adjectives in the second sentence are not used in the same way; *front* describes *teeth*, but *large* describes *front teeth*.

Words used in the same way are said to be in the same construction.

What words in the third sentence are in the same construction? How is each of those words used?

Words or phrases in the same construction should be separated by commas; as, *The lowlands are hot, damp, and unhealthy.*

NOTE. — Two words or two short phrases in the same construction, when connected by a conjunction, should not be separated by a comma; as, *He is tall and slender.*

Tell which words in the following sentences are in the same construction, and why the commas are used or omitted: —

1. The sky is clear and blue.
2. It will be a clear, cold night.
3. Thousands of men, women, and children rushed through the streets.
4. We soon forgot the hardships of the long, cold ride.
5. You will find the coat in the hall or in the closet.
6. The cart was filled with potatoes, beets, and cabbages.
7. The surface of the soil is protected by blackbirds, crows, thrushes, and larks.
8. The mountains are covered with forests of pine, fir, and cedar.

WRITTEN EXERCISE.

Copy the following sentences, and insert commas where they are needed: —

1. He gave a long low whistle.
2. The man had a newspaper a cane and an umbrella.
3. It was a bright sunny day.
4. Rover gave a short quick bark.
5. In the morning we read sing and play.
6. Henry Edwin and I went to ride.
7. The boy was cold tired and hungry.
8. Stone wood and brick are used for building houses.
9. Frogs have long hind legs.
10. Chimney swallows build their nests in caves trees or chimneys.
11. The streets were crowded with men women and children.
12. A small round table stood in the centre of the room.

LESSON XXXI.

REVIEW.

ORAL EXERCISE.

What do we call a word that modifies a noun? Give an example.

What do we call a word that modifies a verb? Give an example.

What besides verbs may adverbs modify?

Give a sentence in which an adjective modifies the subject of a verb; the object of a verb.

Give a sentence in which an adjective in the predicate modifies a noun or a pronoun in the subject.

Give a sentence in which an adverb modifies a verb; an adjective; another adverb.

Give a sentence containing two nouns in the same construction; two verbs in the same construction; three adjectives in the same construction.

Give the rule for punctuating sentences which contain words or expressions in the same construction.

WRITTEN EXERCISE.

1. *Write sentences, using the following words to modify nouns in the subject or in the predicate:* —

early,	level,	crooked,	falling,	frozen,
shady,	golden,	dutiful,	selfish,	generous.

2. *Write sentences, using the following words to modify verbs adjectives, or other adverbs:* —

here,	yonder,	to-morrow,	soon,	once,
twice,	daily,	not,	very,	only.

3. *Write sentences, using adjectives after the verbs below, to modify nouns or pronouns in the subject: —*

are,	looks,	arrived,	were,
tastes,	feels,	appear,	seemed.

DICTATION EXERCISE.

1. James, have you finished your work?
2. The basket was filled with pears, peaches, and grapes.
3. "Good morning, Mrs. Brown," said the doctor.
4. Her voice was low, clear, and musical.
5. The room was long and narrow.
6. The Andes are on the western coast of South America.
7. Did you call me, sir?
8. Fanny, Alice, and Gertrude joined the party.

LESSON XXXII.

STUDY OF A DESCRIPTION.

THE OLD ANGLER'S COTTAGE.

I found the old angler living in a small cottage containing only one room, but a perfect curiosity in its method and arrangement.

It was on the skirts of the village, on a green bank, a little back from the road, with a small garden in front, stocked with kitchen herbs, and adorned with a few flowers. The whole front of the cottage was overrun with a honeysuckle. On the top was a ship for a weathercock.

The interior was fitted up in a truly nautical style, the old angler's ideas of comfort and convenience having been acquired on the berth-deck of a man-of-war. A hammock was slung from the ceiling, which, in the daytime, was lashed up so as to take but little room. From the centre of the chamber hung a model of a ship of his own workmanship. Two or three chairs, a table, and a large sea-chest, formed the principal movables. The mantel-piece was decorated with sea-shells; over which hung a quadrant flanked by two woodcuts of most bitter-looking naval commanders. His implements for angling were carefully disposed on nails and hooks about the room. On a shelf was arranged his library, containing a work on angling, much worn, a Bible covered with canvas, an odd volume or two of voyages, a nautical almanac, and a book of songs.

WASHINGTON IRVING.

What is the title of this piece? What is an *angler?*

What does the first sentence tell? How many rooms were in the cottage? What was a curiosity?

Where was the cottage? What is meant by the *skirts* of the village? Where did the cottage stand? How far back from the road was it?

What was in front of the cottage? What did the garden contain? What is an *herb?* Mention two or three kinds of herbs that are commonly raised in gardens. What else was in the garden? What is the meaning of *adorned?* What flowers do you think were growing in the garden?

Describe the front of the cottage. What was on the top of it? What is a *weathercock?*

What does the third paragraph describe? What is the *interior* of a house? What is meant by a *nautical* style? What led the old angler to fit up his cottage in the style of a seaman?

How was his hammock arranged? What hung from the centre of the chamber? What movable articles of furniture did the room contain? What decorated the mantel-piece? What hung over it? What is a *quadrant?* What is meant by the quadrant's being *flanked* by the two woodcuts? What hung on the nails and hooks about the room? Where was the library? Of what books was it composed?

WRITTEN EXERCISES.

I.

Describe in your own words ***The Old Angler's Cottage.***

II.

Write sentences, showing the correct use of the following words: —

angler,	cottage,	curiosity,	arrangement,
stocked,	herbs,	adorned,	overrun,
weathercock,	interior,	nautical,	acquired,
hammock,	ceiling,	lashed,	decorated,
naval,	voyages,	canvas,	almanac.

LESSON XXXIII.

COMPOSITION.

Describe some room that you have seen. Tell what things were in the room, and how they were arranged.

Write a suitable heading for your description.

PRONOUNCING EXERCISE.

Pronounce: —

[Sound **a** and **au** in these words like **a** in **all**.]

warm,	daughter,	lawn,	also,	salt,
water,	taught,	bald,	always,	faucet.

[Sound **â, ê, âi,** and **èl** like **a** in **câre**.]

câre,	âir,	whêre,	pârent,	châir,
thêre,	thêir,	hêir,	êre,	shâre.

LESSON XXXIV.

COMPOSITION.

EXTRACT FROM "SNOW-BOUND."

The sun that brief December day
Rose cheerless over hills of gray,
And, darkly circled, gave at noon
A sadder light than waning moon.
Slow tracing down the thickening sky
Its mute and ominous prophecy,
A portent seeming less than threat,
It sank from sight before it set.

A chill no coat, however stout,
Of homespun stuff could quite shut out,
A hard, dull bitterness of cold,

That checked, mid-vein, the circling race
Of life-blood in the sharpened face,
The coming of the snow-storm told.
The wind blew east; we heard the roar
Of Ocean on his wintry shore,
And felt the strong pulse throbbing there
Beat with low rhythm our inland air.

* * * * * * *

Unwarmed by any sunset light
The gray day darkened into night,
A night made hoary with the swarm
And whirl-dance of the blinding storm,
As zigzag wavering to and fro
Crossed and recrossed the wingéd snow:
And ere the early bedtime came
The white drift piled the window-frame,
And through the glass the clothes-line posts
Looked in like tall and sheeted ghosts.

So all night long the storm roared on:
The morning broke without a sun;
In tiny spherule traced with lines
Of Nature's geometric signs,
In starry flake, and pellicle,
All day the hoary meteor fell;
And, when the second morning shone,
We looked upon a world unknown,
On nothing we could call our own.
Around the glistening wonder bent

The blue walls of the firmament,
No cloud above, no earth below, —
A universe of sky and snow!
The old familiar sights of ours
Took marvellous shapes; strange domes and towers
Rose up where sty or corn-crib stood,
Or garden wall, or belt of wood;
A smooth white mound the brush-pile showed,
A fenceless drift what once was road;
The bridle-post an old man sat
With loose-flung coat and high cocked hat;
The well-curb had a Chinese roof;
And even the long sweep, high aloof,
In its slant splendor, seemed to tell
Of Pisa's leaning miracle.*

JOHN GREENLEAF WHITTIER.

WRITTEN EXERCISE.

Study carefully the foregoing description of a snow-storm, and then tell in your own words: —

1. How the sun, the chill, the wind, and the ocean indicated the coming of the snow-storm.

2. At what time it began to snow, and how long the storm continued.

3. What was seen on the second morning.

* This line refers to the Leaning Tower of Pisa.

LESSON XXXV.

PREPOSITIONS.

1. Lilies grow in this pond.
2. Herbert ran towards the house.
3. The blade of the knife is broken.

What words does *in* connect? What relation does *in* show between those words?

Ans. *In* shows the relation of place between *grow* and *pond.*

Which word in the second sentence shows a relation between words? What relation does it show?

Ans. *Towards* shows the relation of direction.

What is broken? To what does the blade belong? What relation does *of* show?

A word placed before a noun or a pronoun to show its relation to some other word in the sentence is called a **preposition.**

The noun or pronoun before which the preposition is placed is called its **object.**

Point out the prepositions in the following sentences, tell between what words a relation is shown, and name the object of each preposition: —

A basket of fruit stood on the table.

We sailed across the bay.

The gardens of the poorest houses were bright with flowers.

An old tree stands in the corner of the yard.

The pears on this tree will soon be ripe.

Did your friends pass through the city?

The boy called for the package.

The path up the mountain was steep.

George took his music with him.

All the idle urchins about the town flocked to the house with specimens.

WRITTEN EXERCISE.

Write sentences containing the following words used as prepositions: —

to,	in,	by,	with,
for,	on,	from,	around,
at,	of,	over,	along,
after,	under,	against,	about.

LESSON XXXVI.

CHOICE OF PREPOSITIONS.

1. John went to the store.
2. John is at the store.

Mention the prepositions in these sentences. Which of the two words implies motion? Which means in or near a place?

1. The lady is in the parlor.
2. Will you walk into the parlor?

What is the office of *in?* Of *into?* Which of the two prepositions is used to denote presence in a place? Which is used to denote entrance from the outside to the inside?

1. The table stands between the two windows.
2. The cards were distributed among forty pupils.

Name the prepositions and tell between what words they show relations. Which of these prepositions is used in speaking of two things? Which is used in speaking of more than two?

WRITTEN EXERCISES.

I.

Copy the following sentences, and fill the blanks with words that will express the right relations: —

1. Is your father —— home?
2. He has gone —— the city.
3. My sister is —— school.
4. The children are playing —— the Park.
5. The oar dropped —— the water.
6. The pencils are —— the drawer.
7. Put the cards —— the box.
8. She staid —— home.
9. Clara divided the flowers —— her playmates.
10. I was sorry to see a quarrel —— the two sisters.

II.

1. *Make a list of the words in Italics, with the prepositions which follow them:* —

1. My card is *different* from yours.
2. The harness does not *correspond* to the carriage.
3. She feels the *need* of rest.
4. The man is in *want* of food.
5. Charles *died* of a fever.

6. He was *killed* by impure air.
7. The soldier *died* for his country.
8. I am *disappointed* in the portrait.
9. This house is *similar* to yours.
10. What is the *matter* with the child?
11. The man is *looking* for work.
12. The seamstress had *difficulty* in fitting the collar.
13. I am not *familiar* with the subject.
14. How does this room *compare* with yours in size?

Example. — *different* from,
correspond to.

2. *Use correctly in sentences of your own, the phrases copied.*

LESSON XXXVII.

CONJUNCTIONS.

1. The passengers took their seats, and the train started.
2. He owns the house, but he does not live in it.
3. The basket contained apples and oranges.
4. The pupils march and sing.

How many statements are made in the first sentence? Read each statement. What word joins the two statements?

How many sentences can you form from the second sentence? Read each. What word joins the two sentences?

What does *and* connect in the third sentence? In the fourth sentence?

A word that connects sentences or similar parts of the same sentence is called a **conjunction.**

Mention the conjunctions in these sentences, and tell what each connects: —

1. The door opened, and the boy came in.
2. Walking and rowing expand the chest and strengthen the muscles.
3. The kettle was singing, and the clock was ticking.
4. Shall we walk or ride?
5. The notes of the wren are sharp and shrill.
6. He did not like the man's appearance, so he dismissed him.
7. We called at the house, but we did not see our friends.
8. The boy seemed pleased, yet he would not speak.

WRITTEN EXERCISE.

Write sentences containing the following: —

1. *And* connecting two nouns.
2. *And* connecting two adjectives.
3. *And* connecting two verbs.
4. *And* connecting two statements.
5. *But* connecting two statements.
6. *Or* connecting two nouns.
7. *Or* connecting two statements.
8. *Yet* connecting two statements.
9. *For* connecting two statements.
10. *Unless* connecting two statements.

LESSON XXXVIII.

INTERJECTIONS.

1. Hark! I hear footsteps.
2. Alas! the house is deserted.

Name the subject and the predicate in each sentence.

What word in the first example forms no part of either subject or predicate? What is the use of the word *hark?*

What word in the second example forms no part of either subject or predicate? Why is it used?

Words like *hark* and *alas* are not parts of the subject or the predicate. They are added to sentences to indicate some sudden feeling. Such words are called **interjections.**

Sometimes an interjection is used with other words in an exclamatory phrase; as, —

O noble judge! O excellent young man!

The interjection *O* should be written as a capital letter.

An exclamatory word or phrase should be followed by the exclamation point.

WRITTEN EXERCISES.

I.

Copy the following sentences, and tell why each exclamation point is used: —

1. Hurrah! the day is ours.
2. Sail on, O Ship of State!
3. Ah! is that the cause of his complaint?
4. Away! we must not linger.

5. Help! help! the boat is sinking.
6. Thou hast all seasons for thine own, O Death!
7. A horse! a horse! my kingdom for a horse!
8. Break, break, break,
   On thy cold gray stones, O Sea!

II.

Write sentences containing the following words used as interjections: —

hurrah,	lo,	hark,	halt,	O,
oh,	alas,	hush,	ah,	there.

PRONOUNCING EXERCISE.

[Sound **ĕ**, **ĕa**, **ai**, and **ay**, in these words like **ĕ** in **mĕn**.]

wĕll,	cĕllar,	instĕad,	again,
yĕs,	gĕt,	bedstĕad,	mĕasure,
lĕg,	dĕaf,	stĕady,	plĕasure,
ĕgg,	hĕroine,	umbrĕlla,	plĕasant,
kĕttle,	hĕroism,	instĕp,	says.

LESSON XXXIX.

SIMPLE AND COMPOUND SENTENCES.

1. The streets are broad.
2. Robert found the tree.
3. The steamer was crowded with passengers.

Name the subject and the predicate in each sentence.

How many thoughts are expressed in each of these sentences?

A sentence that expresses one thought is called a **simple sentence.**

A simple sentence may be declarative, imperative, interrogative, or exclamatory.

Give examples of the four kinds of simple sentences.

1. The streets are broad, and the lawns are well-kept.
2. Robert found the tree, but he could not climb it.

How many thoughts are expressed in the first sentence? Read each statement. What word joins the two statements?

How many simple sentences can you form from the last sentence? What word joins the two sentences?

A sentence made up of two or more simple sentences is called a **compound sentence.**

The members of a compound sentence are generally separated by the comma; as, *The bell rang, and the boat started.*

When the members of a compound sentence are subdivided by the comma, they should be separated by the semicolon; as, *We visited the spot; but could find neither bush, bird, nor nest.*

WRITTEN EXERCISES.

I.

Copy the following sentences, and place commas and semicolons wherever they are needed: —

1. The clock struck ten and the pupils rose from their seats.
2. The door opened and two children ran down the steps.
3. The forests have shed their leaves and the voices of the winter birds are heard.

4. Go to the ant thou sluggard consider her ways and be wise.

5. The swallows prepare for their annual migration and all things announce the speedy decline of summer.

6. We found the house but the doors were locked and the family was gone.

7. The table is large and it has two good drawers.

8. "Few and short were the prayers we said
And we spake not a word of sorrow
But we silently gazed on the face of the dead
And we bitterly thought of the morrow."

II.

1. *Write three simple sentences.*
2. *Write three compound sentences.*

LESSON XL.

GENERAL REVIEW.

Read the following sentences, paying particular attention to the pronunciation of the words in Italics: —

1. We shall *pass* the house this *afternoon.*
2. Turn the left-hand *faucet* for the warm *water.*
3. The *class* were singing a *national* anthem.
4. The *master* sent weekly reports to the *parents.*
5. The *patrons* of the school were well-pleased.
6. Such an act of *heroism* should be rewarded.

7. When the *kettle* boils, you may cook the *eggs.*
8. The *chamber* contained an old-fashioned *bedstead.*
9. Our *piano* needs tuning.
10. The *patriotic* selections were read *again* and *again.*
11. If you sit in a draught, you will *catch* cold.
12. *Aunt* Fanny *bade* us good by.
13. The child is growing *deaf.*
14. *Half* of the company took the wrong *path.*

WRITTEN EXERCISES.

I.

Write original examples of declarative, interrogative, imperative, and exclamatory sentences.

II.

Write sentences illustrating ten different uses of capital letters.

III.

Make lists of the verbs, nouns, pronouns, adjectives, adverbs, prepositions, and conjunctions found in the following stanzas: —

"I steal by lawns and grassy plots,
I slide by hazel covers;
I move the sweet forget-me-nots
That grow for happy lovers.

I slip, I slide, I gloom, I glance,
Among my skimming swallows;
I make the netted sunbeam dance
Against my sandy shallows.

I murmur under moon and stars
  In brambly wildernesses;
I linger by my shingly bars;
  I loiter round my cresses;

And out again I curve and flow
  To join the brimming river,
For men may come and men may go,
  But I go on forever."

IV.

Write sentences containing the following: —

a proper noun,	a pronoun,
a common noun,	an adjective,
a transitive verb,	an adverb,
an intransitive verb,	a preposition,
a verb in the passive form,	a conjunction.

V.

Use the following expressions correctly in original sentences: —

different from,	disappointed in,
correspond to,	similar to,
correspond with,	matter with,
need of,	looking for,
want of,	difficulty in,
died of,	difficulty with,
killed by,	familiar with,
died for,	compare with,
composed of,	prevent from,
caution against,	persevere in.

LESSON XLI.

SINGULAR AND PLURAL FORMS OF NOUNS.

Tell which of these words mean one, and which mean more than one: —

chair,	match,	city,	valley,	loaf,
chairs,	matches,	cities,	valleys,	loaves.

How many forms has each of these nouns?

The form of a word used in speaking of one thing is called the **singular** form. The word is said to be in the **singular number.**

The form of a word used in speaking of more than one thing is called the **plural** form. The word is said to be in the **plural number.**

Copy the following nouns, and opposite each noun write its plural: —

I.

basket,*	Monday,	roof,	lasso,
flower,	gulf,	chief,	solo,
boat,	cuff,	scarf,	piano,
turkey,	day,	cupful,	spoonful,
brother,	chimney,	valley,	monkey.

II.

dish,	*Miss* Smith,†	hero,	tomato,
bench,	potato,	motto,	mosquito.

III.

story,	lily,	army,
city,	enemy,	navy.

* See pages 65–70, Part II.

† **Misses Smith** or **Miss Smiths.**

IV.

leaf, knife, half, thief, life.

V.

woman, tooth, foot, *Mr.* Brown.*

Tell how the nouns of each class form the plural.†

Name three nouns that have the same form in both numbers.

DICTATION EXERCISE.

1. Butterflies have short lives.
2. Two families have already engaged rooms for the summer.
3. The thieves escaped.
4. The chimneys of three cities are in sight.
5. The hills and valleys are bright with autumn leaves.
6. Monkeys are found in the forests of Central America.
7. The streams of Holland furnish no water-power, but the thrifty Dutch make windmills perform all kinds of work.
8. The lilies are waving in the meadows.

LESSON XLII.

POSSESSIVE FORMS OF NOUNS.

1. A child came to meet us.
2. The child's eyes were blue.

* **Messrs. Brown** or **Mr. Browns.**

† *To the Teacher.*— Lead the pupil to form his own rules. Rules for reference are given on page 184.

3. David stood by the gate.
4. Have you seen David's knife?

Name the subject and the predicate in each sentence.

What words in these sentences have more than one form? How does the second form of each word differ from the first form? What is the office of the word *child's?* Of the word *David's?* What are these forms of the noun called? How is the possessive of singular nouns formed?*

1. Two sailors came to the meeting.
2. Sailors' lives are full of peril.
3. Where are the boys?
4. The boys' sleds have come.

What is the subject of the verb *came?* In what number is the word *sailors?*

What is the office of the word *sailors'* in the second sentence?

Find a plural noun in the third sentence. What form does this word have in the fourth sentence? With what letter do the words *sailors* and *boys* end?

What do we add to plural nouns ending in *s* to form the possessive?*

1. Mr. Brown sells men's clothing.
2. Children's voices are sweet.

What is the office of the word *men's?* Of the word *children's?* What has been added to each word?

What do we add to plural nouns not ending in *s*, to denote possession?*

* See page 185, or see pages 73–76, Part II.

DICTATION EXERCISE.

1. Yonder is a robin's nest.
2. Call at the grocer's, and order three pounds of sweet potatoes.
3. Edwin's sister stopped at Mrs. Hunt's.
4. We have new styles in ladies' and children's suits.
5. Where is the yesterday's paper?
6. The grocers' and butchers' shops were filled with customers.
7. See whether the word is in Webster's dictionary.
8. Edith's and Emma's exercises are neatly written.
9. Where is James's hat?
10. Charles's brother has gone to Montreal.

LESSON XLIII.

COMPOUND POSSESSIVES.

1. Smith & Blake's store closes at six o'clock.
2. The dress was bought at Lord & Taylor's.

What does the first statement tell? Whose store *closes at six o'clock?* Why are the apostrophe and *s* added to the name of the firm?

Read the second sentence, supplying the word omitted at the end. What firm is mentioned in this sentence? Of how many words is the name of the firm composed? Which word has the possessive form?

When a name is composed of two or more words, add the possessive sign to the last word only.

WRITTEN EXERCISES.

I.

Copy these sentences, and underline the names of the firms:—

1. Ward & Howland's window is filled with Christmas toys.
2. Our new carriage was made at Stone & Morton's.
3. Clark & Co.'s bill came this morning.
4. The strangers are staying at Hill & Wood's.
5. You will find good umbrellas at Howard & Sons'.
6. Have you seen Davis Brothers' new catalogue?

II.

1. *Write the names of five prominent business firms.*
2. *Use in sentences the possessive forms of those names.*

LESSON XLIV.

MASCULINE AND FEMININE NOUNS.

man,	woman,	lion,	lioness,
nephew,	niece,	master,	mistress,
husband,	wife,	host,	hostess,
king,	queen,	heir,	heiress,
widower,	widow,	emperor,	empress,
father,	mother,	prince,	princess,
Francis,	Frances,	hero,	heroine,
Jesse,	Jessie,	man-servant,	maid-servant.

Which words in the foregoing list denote males? Which denote females?

A noun that denotes a male is said to be of the **masculine gender**; as, *man, brother.*

A noun that denotes a female is said to be of the **feminine gender**; as, *woman, girl.*

The gender of nouns is distinguished in three ways: —

1. By different words; as, *man, woman.*
2. By different endings; as, *heir, heiress.*
3. By prefixing words indicating the sex; as, *man-servant, maid-servant.*

A noun that may denote either a male or a female is said to be of the **common gender**; as, *cousin, parent, friend.*

A noun that names a thing neither male nor female is said to be of the **neuter gender**; as, *pen, house, river.*

Point out the masculine, the feminine, and the neuter nouns, and tell which nouns in these sentences may denote either males or females: —

1. Your little son, madam, has brought you a fortune.
2. The woman gave the children a kind greeting.
3. The king was surrounded by enemies.
4. Sir, I beg your pardon.
5. The landlord provided for the comfort of his guests.
6. Two horsemen were seen on the bridge.
7. We were kindly received by the hostess.
8. The slave escaped from a cruel master.
9. Jesse found a quail's nest.
10. Did you speak to the boy?

WRITTEN EXERCISES.

1. *Write sentences containing the feminine of the following nouns:* —

nephew,	brother,	heir,	hero,
Francis,	lion,	emperor,	man-servant.

2. *Write sentences containing the masculine of the following nouns:* —

queen,	aunt,	lioness,	heroine,
Jessie,	mistress,	bride,	landlady.

3. *Write five sentences containing nouns which may denote either males or females.*

4. *Write five sentences containing nouns of the neuter gender.*

LESSON XLV.

COMPOSITION.

Compare any two of the following, and state clearly some of the most striking points of resemblance and difference in their structure, habits, or uses: —

Butterflies and Moths,	Crabs and Lobsters,
Toads and Frogs,	Alligators and Crocodiles,
Snakes and Eels,	Rabbits and Hares,
Clams and Oysters,	Goats and Sheep.

Model. — BUTTERFLIES AND MOTHS.

Butterflies and moths when flying look very much alike. Butterflies fly only in the daytime, however, while most moths fly at night.

Both butterflies and moths have four wings. When a butterfly is at rest, it holds its wings erect. When a moth is at rest, its wings are folded over the body like a flat roof.

Butterflies have thread-like feelers, knobbed or club-shaped at the ends. Moths have thread-like or feathered feelers, tapering at each end.

PRONOUNCING EXERCISE.

Pronounce: —

[Sound **ē**, **ēa**, **ēē**, and **ēi** in these words like **ē** in **bē**.]

pēony, blēat, crēēk, lēisure.

[Sound **aĭ**, **i**, **e**, and **ee**, like **i** in **ĭn**.]

curtaĭn, bargaĭn, mountaĭn, stĭnt, pretty,
certaĭn, villaĭn, fountaĭn, dĭstrict, been.

[Sound **ī** like **i** in **īce**.]

bīography, bīographical, bronchītis, tīny.

LESSON XLVI.

PERSONAL PRONOUNS.

1. I hear the bell.
2. Have you seen the boy?
3. He came this morning.

Which of the pronouns above is used for the name of the person speaking? For the name of a person spoken to? For the name of a person spoken of?

A pronoun that shows by its form whether the person speaking is meant, the person spoken to, or the person or thing spoken of, is called **a personal pronoun.**

A pronoun that denotes the person speaking is said to be in the **first person.**

A pronoun that denotes a person spoken to is said to be in the **second person.**

A pronoun that denotes a person or a thing spoken of is said to be in the **third person.**

In what person is the pronoun *I? he? she? it? you? we? they?*

When is a word said to be in the singular number? When in the plural number? Name two pronouns of the singular number. Name two of the plural number.

WRITTEN EXERCISE.

Write the following pronouns in columns. Arrange the pronouns of each person in two columns each. Place the pronouns of the singular number in the first column and the pronouns of the plural number in the second column; thus,—

FIRST PERSON.		SECOND PERSON.		THIRD PERSON.	
SINGULAR.	PLURAL.	SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
I,	we,	thou,	ye,	he,	they,
etc.	*etc.*	*etc.*	*etc.*	*etc.*	*etc.*

I,	their,	she,	yours,	us,
thou,	my,	them,	hers,	you,
he,	thy,	mine,	ourselves,	its,
they,	him,	thine,	me,	himself,
we,	theirs,	her,	thee,	yourselves,
ye,	our,	myself,	it,	herself,
his,	your,	ours,	yourself,	itself.

NOTE. — The pronouns formed by adding *self* or *selves* to the simple personal pronouns are called **compound personal pronouns.**

LESSON XLVII.

GENDER FORMS OF PRONOUNS.

1. She surprised her friends.
2. He closed the book, and laid it upon the table.
3. Two of his brothers were with him.
4. The river overflowed its banks.

Name the pronouns in these sentences, and tell which denote males, which denote females, and which denote things neither male nor female.

Of what gender are nouns or pronouns that denote males? Those that denote females? Those that denote things neither male nor female?

The masculine pronouns are **he, his, him,** and **himself.**

The feminine pronouns are **she, her, hers,** and **herself.**

The neuter pronouns are **it, its,** and **itself.**

The masculine pronoun is generally used to refer to a noun which may denote a person of either sex; as, —

Every *pupil* must do *his* own thinking.

The masculine pronoun is used in referring to animals or things that are supposed to possess masculine qualities, and the feminine pronoun is used in referring to animals or things that are supposed to possess feminine qualities; as, —

The *lion* springs upon *his* prey.
The *nightingale* began *her* song.
The *moon* is at *her* full.

The neuter pronoun is often used to refer to animals or to young children, in cases where the sex is of no importance; as, —

The *camel* kneels to receive *its* burden.
The *child* closed *its* eyes.

WRITTEN EXERCISE.

Copy the following sentences, and underline the pronouns and the nouns to which they refer: —

1. Earth with her thousand voices praises God.
2. Every person should strive to do his best.
3. The eagle soared above his nest.
4. "How glorious, through his depths of light,
   Rolls the majestic sun!"
5. The deer left her delicate foot-print in the soft mould.
6. The bear broke away from his keeper.
7. "The sea is mighty, but a mightier sways
   His restless billows."
8. "The merry lark, he soars on high,
   No worldly thought o'ertakes him;
   He sings aloud to the clear blue sky,
   And the daylight that awakes him.
   As sweet a lay, as loud, as gay,
   The nightingale is trilling;
   With feeling bliss, no less than his,
   Her little heart is thrilling."

LESSON XLVIII.

NOMINATIVE FORMS OF PRONOUNS.

1. We walked to the beach.
2. She joined the children.
3. They are gathering pebbles.

What word makes the assertion in the first sentence? What is the subject of the verb *walked?*

Who joined the children? What is the subject of *joined?*

What does the third sentence tell? What is the subject of the verb?

Name the pronouns above that are used as the subjects of verbs.

The form of a pronoun that is used as the subject of a verb is called the **nominative form.**

WRITTEN EXERCISES.

I.

Copy the following sentences, and underline the verbs and the pronouns which are used as the subjects of verbs: —

1. We came to a point where four paths met.
2. You surprised us.
3. He stood before the fire.
4. They listened to his story.
5. O silvery streamlet of the field, thou flowest full and free.
6. It stands in an open field.
7. She gathered the flowers in the garden.
8. Ye are of more value than many sparrows.

II.

Use each of the following pronouns in a sentence, as the subject of a verb: —

I,	he,	you,	it,
we,	ye,	she,	they.

LESSON XLIX.

OBJECTIVE FORMS OF PRONOUNS.

1. The flowers were sent to Alice and me.
2. The flowers were sent to us.
3. Margaret reached the door before we saw her.

What does the first sentence tell? For whose name is *me* used?

What is the object of *to* in the second sentence?

To what does *her* refer in the third sentence? Of what is *her* the object?

1. Henry stepped softly, but we heard him.
2. Your friends called, but I did not see them.

What is the subject of the verb *heard?* What is its object?

What is the subject of the verb *called?* Name the subject of the second verb. Name its object. To what does *them* refer?

The form of a pronoun used as the object of a verb or of a preposition is called the **objective form.**

Mention the pronouns in the foregoing sentences that have the objective form.

WRITTEN EXERCISES.

I.

Use each of the following pronouns in a sentence, as the object of a verb or of a preposition: —

me,	thee,	him,	her,
us,	you,	them,	it.

II.

Write five sentences containing pronouns used as the subjects of verbs.

LESSON L.

POSSESSIVE FORMS OF PRONOUNS.

Read the following sentences, and point out the words that denote possession. Tell which forms are used with nouns, and which forms are used when no noun follows the possessive: —

1. That is my book.
2. The book is mine.
3. We lost our hats.
4. These hats are ours.
5. I will bring your coat.
6. Are these gloves yours?
7. Her picture did not come.
8. This package is hers.
9. Fred went with his father.
10. Just here the boat made its appearance.

11. The girls have finished their work.
12. Are these books theirs?

The form of a pronoun used to denote possession is called the **possessive form.**

WRITTEN EXERCISE.

Write sentences containing the following possessive forms: —

my, your, thy, our, her,
mine, yours, thine, ours, hers,
their, theirs, his, its.

NOTE. — Never use the apostrophe with these possessive forms.

Copy and learn the following: —

FORMS OF PERSONAL PRONOUNS.

I, FIRST PERSON.

	SINGULAR.		PLURAL.
Nom.	I,	*Nom.*	we,
Poss.	my, *or* mine,	*Poss.*	our, *or* ours,
Obj.	me.	*Obj.*	us.

THOU, SECOND PERSON.

	SINGULAR.		PLURAL.
Nom.	thou,	*Nom.*	ye, *or* you,
Poss.	thy, *or* thine,	*Poss.*	your, *or* yours,
Obj.	thee.	*Obj.*	you.

NOTE. — The plural pronoun *you* is used, in ordinary speech, whether one or more than one person is addressed; as, —

Henry, you are right.
Gentlemen, you were deceived.

HE, THIRD PERSON, MASCULINE.

	Singular.		Plural.
Nom.	he,	*Nom.*	they,
Poss.	his,	*Poss.*	their, *or* theirs,
Obj.	him.	*Obj.*	them.

SHE, THIRD PERSON, FEMININE.

	Singular.		Plural.
Nom.	she,	*Nom.*	they,
Poss.	her, *or* hers,	*Poss.*	their, *or* theirs,
Obj.	her.	*Obj.*	them.

IT, THIRD PERSON, NEUTER.

	Singular.		Plural.
Nom.	it,	*Nom.*	they,
Poss.	its,	*Poss.*	their, *or* theirs,
Obj.	it.	*Obj.*	them.

LESSON LI.

ADJECTIVE PRONOUNS.

1. Many persons were disappointed.
2. Many were disappointed.
3. This is the house.
4. Speak kindly to all.

What is the office of *many* in the first sentence? What does *many* stand for in the second sentence? What is the subject of the verb in this sentence?

What is the subject of the verb in the third sentence? What does *this* stand for?

What is the object of the preposition *to?* What does *all* stand for? Give a sentence in which *all* is used as an adjective.

A word that may be used as an adjective or as a pronoun is called an **adjective pronoun.**

Point out the adjective pronouns in these sentences, and tell whether they are used as subjects or objects: —

1. Many doubted the speaker's words.
2. Only a few were invited.
3. I expected to see only one of the sisters, but both came.
4. Some amused themselves with games.
5. That is the larger trunk, but this is the heavier one.

WRITTEN EXERCISES.

I.

Write sentences containing the following words used as adjective pronouns: —

several,	some,	any,	many,	all,
each,	both,	one,	either,	few,
this,	other,	that,	neither,	these.

Example. — Several were unable to procure tickets.

II.

Write sentences containing the following words used as adjectives: —

several,	some,	this,	all,	few,
each,	one,	that,	these,	many.

Example. — Several persons left the room.

LESSON LII.

REVIEW.

What is a personal pronoun? Name five personal pronouns.

When is a pronoun said to be in the first person? Give an example.

When is a pronoun said to be in the third person? Mention three pronouns that are in the third person.

What is a masculine pronoun? Name the masculine pronouns.

What is a feminine pronoun? Name the feminine pronouns.

What is a neuter pronoun? Give an example.

When is a pronoun of the singular number? When of the plural number?

How many forms has the pronoun *I*? Give the different forms, and tell how each is used.

WRITTEN EXERCISES.

I.

Use in a sentence the nominative form of a personal pronoun in —

1. The first person, plural.
2. The second person, singular.
3. The second person, plural, old form.
4. The second person, plural, common form.
5. The third person, singular, masculine.
6. The third person, singular, feminine.
7. The third person, singular, neuter.
8. The third person, plural.

II.

Use in a sentence the objective form of a personal pronoun in —

1. The first person, singular.
2. The first person, plural.
3. The second person, singular.
4. The third person, singular, masculine.
5. The third person, singular, feminine.
6. The third person, plural.

III.

Use in a sentence the possessive form of a personal pronoun in —

1. The first person, singular.
2. The first person, plural.
3. The second person, plural.
4. The third person, singular, masculine.
5. The third person, singular, feminine.
6. The third person, singular, neuter.
7. The third person, plural.

IV.

Write the plural of —

I, thou, he, she, it.

V.

Write the plural of —

me, thee, him, her, it.

VI.

Write the plural of —

my, thy, her, his,
mine, thine, hers, its.

LESSON LIII.

STUDY OF SELECTION.

ROBERT OF LINCOLN.

I.

Merrily swinging on brier and weed,
Near to the nest of his little dame,
Over the mountain-side or mead,
Robert of Lincoln is telling his name:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Snug and safe is that nest of ours,
Hidden among the summer flowers.
Chee, chee, chee.

II.

Robert of Lincoln is gayly drest,
Wearing a bright black wedding coat;
White are his shoulders and white his crest,
Hear him call in his merry note:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Look, what a nice new coat is mine,
Sure there was never a bird so fine.
Chee, chee, chee.

III.

Robert of Lincoln's Quaker wife,
Pretty and quiet, with plain brown wings,

Passing at home a patient life,
Broods in the grass while her husband sings:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Brood, kind creature; you need not fear
Thieves and robbers while I am here.
Chee, chee, chee.

IV.

Modest and shy as a nun is she;
One weak chirp is her only note.
Braggart and prince of braggarts is he,
Pouring boasts from his little throat:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Never was I afraid of man;
Catch me, cowardly knaves, if you can.
Chee, chee, chee.

V.

Six white eggs on a bed of hay,
Flecked with purple, a pretty sight!
There as the mother sits all day,
Robert is singing with all his might:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Nice good wife, that never goes out,
Keeping house while I frolic about.
Chee, chee, chee.

VI.

Soon as the little ones chip the shell,
Six wide mouths are open for food;
Robert of Lincoln bestirs him well,
Gathering seeds for the hungry brood.
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
This new life is likely to be
Hard for a gay young fellow like me.
Chee, chee, chee.

VII.

Robert of Lincoln at length is made
Sober with work, and silent with care;
Off is his holiday garment laid,
Half-forgotten that merry air, —
Bob-o'-link, bob-o'-link,
Spink, spank, spink;
Nobody knows but my mate and I
Where our nest and our nestlings lie.
Chee, chee, chee.

VIII.

Summer wanes; the children are grown;
Fun and frolic no more he knows;
Robert of Lincoln's a humdrum crone;
Off he flies, and we sing as he goes:
Bob-o'-link, bob-o'-link,
Spink, spank, spink;

When you can pipe that merry old strain,
Robert of Lincoln, come back again.
Chee, chee, chee.

WILLIAM CULLEN BRYANT.

What is the poem about?

Read the first stanza. Where was Robert of Lincoln? What was he doing? What word would be used in prose instead of *mead?* What do the fifth and sixth lines tell? What are the two following lines about? What is meant by the nest's being *snug?* What is meant by its being *safe?* What are the closing words of the song?

Read the second stanza. What does the first line tell? What is the use of the second and third lines? What is meant by *his crest?* What is the hearer requested to do in the fourth line? What is the song about?

Read the third stanza. What are the first four lines about? Why is she called a *Quaker* wife? Which words describe her appearance? What does the wife do? Where does she brood? What does her husband sing to her?

Read the fourth stanza. What are contrasted in the first four lines? To what is the wife compared? What is said about her singing? What is the husband called? What are his words?

Read the fifth stanza. How many eggs are spoken of? Of what color were they? What did the mother do all day? What did Robert do?

Read the sixth stanza. What is the meaning of *chip?* What happened when the shells were chipped? What did Robert do then? What was his song now?

Read the seventh stanza. How did the work and care affect Robert? What is meant by *laying off his holiday garment?*

Ans. Changing his color.

What was half-forgotten? What is meant by *mate* in the seventh line? By *nestlings* in the eighth line?

Read the last stanza. What is the first statement? What is the meaning of *wanes?* What is the second statement? The third? To what does *he* refer in the second line? What is Robert called in the third line? Where does he go? When shall we welcome him back?

WRITTEN EXERCISE.

Copy the poem. Arrange the lines as they are arranged in your book.

LESSON LIV.

COMPOSITION.

Write about ***Robert of Lincoln.***

HINTS. — Tell where Robert of Lincoln sings, and what he says in his song. Describe his appearance. Describe his wife, and tell what she does. Tell about the little ones. Tell about Robert's work and his departure.

PRONOUNCING EXERCISE.

Pronounce: —

[Sound **a** and **ŏ** in these words like **ŏ** in **not**.]

what,	hŏg,	bŏnnet,	chŏcolate,
wand,	lŏg,	sŏnnet,	ŏrange.

[Give **ŏ** a medium sound between **o** as in **not** and **a** as in **fall**.]

sŏng,	clŏth,	cŏst,	ŏffice,
strŏng,	sŏft,	cŏffee,	ŏften.

LESSON LV.

SINGULAR AND PLURAL FORMS OF VERBS.

1. The camel bears heavy burdens.
2. Camels bear heavy burdens.
3. The boat moves slowly.
4. The boats move slowly.

Mention the verb in each sentence and name its subject.

Which verbs have singular subjects? Which have plural subjects? How do the verbs used with the singular subjects differ in form from those used with the plural subjects?

The form of a verb used with a singular subject is called the **singular form.**

The form of a verb used with a plural subject is called the **plural form.**

Verbs used with singular subjects in the third person sometimes add *s* or *es*, to form the singular; as, *walk, walks; go, goes.*

A few verbs have special forms for singular and plural subjects; as, —

He *is* here. He *was* there.
They *are* here. They *were* there.

He *has* the book.
They *have* the book.

Some verbs have special forms for the different persons; as, —

I *have*, thou *hast*, he *has*,
I *am*, thou *art*, he *is*.

1. Agnes or Edith has the book.
2. Agnes and Edith are in the garden.
3. Neither he nor she knows the way.
4. He and she were at home.

Who has the book?

Ans. Agnes has it, or Edith has it.

How many subjects has the verb *are?* About whom is the assertion made?

What is the meaning of the third sentence? Of the fourth sentence?

Which verbs in the foregoing sentences are singular? Which are plural? How many subjects has each verb? What words connect the subjects of the plural verbs? What words connect the subjects of the singular verbs?

Use the plural form of the verb with two singular subjects connected by *and*.

Use the singular form of the verb with two singular subjects connected by *or* or *nor*.

1. The congregation was large.
2. The congregation were attentive.

What is *congregation* the name of? In which of these two sentences do you think of the collection of persons as a whole? In which do you think of the separate individuals in the collection? What form of the verb is used with the first noun? What form is used with the second noun?

Use the singular form of the verb with a noun naming a collection, when the collection as a whole is thought of; use the plural form of the verb, when the separate individuals in the collection are thought of.

WRITTEN EXERCISES.

I.

Use the following verbs correctly in sentences : —

live,	comes,	rides,	are,	were,
tells,	make,	hast,	moves,	go,
builds,	come,	has,	was,	goes.

II.

Write the sentences containing the following, used correctly as subjects of singular verbs : —

September,	army,	Ralph *or his* brother,
window,	class,	*neither* Helen *nor* Anna,
nephew,	jury,	*either* he *or* she.

III.

Write sentences containing the following, used correctly as subjects of plural verbs : —

caterpillars,	family,	*the* horse *and his* rider,
houses,	army,	*the* house *and* lot,
railroads,	committee,	sun *and* rain.

LESSON LVI.

TIME EXPRESSED BY VERBS.

1. I see a picture.
2. I hear the bell.
3. I saw the boat.
4. We heard music.

5. We shall ask for the book.
6. He will return the ticket.

Tell what time each verb expresses, in the foregoing sentences.

What form of the verb *see* asserts something in present time? What form asserts something in past time? How many forms has the verb *hear?*

What word is used with *ask*, to assert a future action? What word is used with *return*, to assert a future action?

NOTE. — A verb that helps another verb to express its meaning is called an **auxiliary verb.**

A verb that asserts something in present time is said to be in the **present tense.**

A verb that asserts something in past time is said to be in the **past tense.**

A verb that asserts something in future time is said to be in the **future tense.**

Mention the verbs in the following sentences, and tell what time each expresses: —

1. We sailed down the bay.
2. The sun will ripen the fruit.
3. The tiger belongs to the cat tribe.
4. I shall finish the work this evening.
5. She sat near the window.
6. The lamp gave a dim light.

WRITTEN EXERCISES.

I.

Write sentences, using the following verbs in the present tense: —

walk,	sing,	shine,	forget,
see,	hear,	follow,	read.

II.

Write sentences, using the following verbs in the past tense: —

live,	stand,	discover,	give,
sell,	fold,	break,	look.

III.

Write sentences, using the following verbs in the future tense: —

walk,	hear,	see,	sell,
fold,	break,	read,	forget.

LESSON LVII.

REGULAR AND IRREGULAR VERBS.

Tell how the past tenses of these verbs are formed: —

PRESENT.	PAST.
walk,	walked,
play,	played,
move,	moved.

A verb that forms the past tense by adding *ed* or *d* to the present is called a **regular verb**; as, *walk, walked; move, moved.*

Tell how the past tenses of these words are formed: —

PRESENT.	PAST.
see,	saw,
come,	came,
do,	did.

A verb that does not form the past tense by adding *ed* or *d* to the present is called an **irregular verb**; as, *come, came; do, did.*

WRITTEN EXERCISE.

Write in one column the verbs below that express present time, and in another column those that express past time, and then mark the regular and irregular verbs as follows: —

	PRESENT.	PAST.
Regular.	march,	marched.
Irregular.	begin,	began.

march,	plant,	walk,	live,	move,
marched,	planted,	walked,	lived,	moved,
begin,	do,	freeze,	know,	write,
began,	did,	froze,	knew,	wrote,
break,	fly,	give,	see,	catch,
broke,	flew,	gave,	saw,	caught,
come,	forget,	go,	take,	hear,
came,	forgot,	went,	took,	heard.

LESSON LVIII.

PARTICIPLES.

Some forms of the verb do not assert, but assume or imply certain actions; as, —

1. We met a boy *leading* a horse.
2. *Hearing* his name, Henry turned quickly.
3. The tree, *broken* by the wind, fell to the ground.

Tell what words in the foregoing sentences assert, and what words assume, that certain actions have taken place. What does *leading* describe?

Leading is part *adjective* and part *verb*. As an adjective it describes *boy*, and as a verb it takes an object.

How is *hearing* like an adjective? How is it like a verb?

Of what verb is *leading* a form? *Hearing?* *Broken?*

Words like *leading*, *hearing*, and *broken*, which are part adjective and part verb, are called **participles.**

A participle that denotes unfinished action is called a **present participle**; as, *breaking, writing.*

A participle that denotes finished action is called a **past participle**; as, ***broken, written.***

Read the following sentences, and tell the use of each word in Italics: —

1. *Opening* her eyes, she saw the bright sunshine.
2. The clouds, *gathering* in the east, warned us of the coming rain.
3. *Taking* a key from his pocket, he unlocked the chest.
4. The traveller, *fatigued* by his journey, slept soundly.
5. She rose, *trembling* with fear, to unbar the door.
6. *Entering* the room, he found the captain sitting alone.
7. *Toiling, rejoicing, sorrowing,*
   Onward through life he goes.

WRITTEN EXERCISES.

I.

Copy these verbs, and add **ing** *to each, to form the present participle:* —

bend,	find,	speak,	wear,
break,	go,	stand,	walk,
bring,	grow,	sweep,	talk,
build,	show,	teach,	march,
buy,	sing,	tear,	wish,
do,	sleep,	throw,	tell.

Example. — bend, bending.

II.

Copy the past participles in the following list, and write opposite each the verb from which it is derived: —

broken,	grown,	stood,	told,
brought,	made,	swept,	thrown,
done,	sung,	taken,	written,
found,	slept,	taught,	walked,
gone,	spoken,	torn,	marched.

Examples. — *broken* from *break*,
brought from *bring*.

PRONOUNCING EXERCISE.

Pronounce: —

[Sound **ō** in these words like **o** in **nōte**.]

stōne,	fōrge,	hōme,	swōrd,	whōlesome,
whōle,	fōrgery,	hōmely,	wōn't,	ōnly.

[Sound **o̤** and **o̤e** in these words like **o** in **to̤n**.]

do̤ne,	do̤th,	no̤ne,	so̤me,	mo̤ther,
do̤es,	do̤st,	no̤thing,	co̤ver,	wo̤nder.

LESSON LIX.

COMPOSITION.

PICTURES IN POEMS.

"Goldenhair climbed up on Grandpapa's knee;
Dear little Goldenhair! tired was she,
All the day busy as busy could be."

When you read these lines, what persons do you see? Where is "Grandpapa" — in the house or outdoors? Is he walking, standing, or sitting? Is he large or small, young or old? Of what color is his hair? Does he look cross, or has he a kind, pleasant face?

Describe the little girl. How old is she? Of what color are her eyes and her hair? What do you see "Goldenhair" do? How does "Grandpapa" receive her?

WRITTEN EXERCISES.

Study carefully the following extracts, and then give full descriptions of the pictures which you see in each: —

I.

"Somewhat back from the village street
Stands the old-fashioned country seat.
Across its antique portico
Tall poplar-trees their shadows throw."

II.

"The little bird sits at his door in the sun,
Atilt, like a blossom, among the leaves."

III.

"Before her home, in her accustomed seat,
The tidy grandam spins beneath the shade
Of the old honeysuckle; at her feet
The dreaming pug, and purring tabby laid;
To her low chair a little maiden clings,
And spells in silence, — while the blackbird sings."

IV.

"Heaped in the hollows of the grove, the autumn leaves lie dead;
They rustle to the eddying gust, and to the rabbit's tread."

V.

"Our bugles sang truce; for the night-cloud had lowered,
And the sentinel stars set their watch in the sky;
And thousands had sunk on the ground overpowered, —
The weary to sleep, and the wounded to die."

VI.

"Woodman, spare that tree!
Touch not a single bough!
In youth it sheltered me,
And I'll protect it now.
'Twas my forefather's hand
That placed it near his cot;
Then, woodman, let it stand,
Thy axe shall harm it not!"

LESSON LX.

FORMS OF *WRITE.*

The **Principal Parts** of a verb are the forms from which the other parts are derived; as, —

PRESENT.	PAST.	PRESENT PARTICIPLE.	PAST PARTICIPLE.
write,	wrote,	writing,	written.

Read these sentences, and tell what time each verb denotes: —

1. I *write* the names.
2. He *wrote* the names.
3. I *shall write* the letter to-night.
4. He *will write* the notice.

What form of *write* expresses an action in present time? What form expresses an action in past time? What words are used with *write* to denote future actions?

1. I *have written* the letter.
2. She *had written* her name in the book.
3. They *will have written* before they receive our telegram.

What form of *write* is used with *have?* With *had?* With *will have?*

Have written denotes the act of writing as completed at the present time.

Had written denotes the act of writing as having been completed before some past time.

Will have written denotes that the act of writing will be completed before some future time.

1. He *is writing* a letter.
2. They *are writing* the invitations.
3. She *was writing* when I entered the room.
4. The pupils *were writing* their lesson.

In these sentences the verbs denote the act of writing as going on or progressing in the present time, or as having progressed in some past time. These are called **progressive forms** of the verb.

What form of *write* is used in these sentences? What four words are used with that form? *Is*, *are*, *was*, and *were* are forms of the verb *be*.

The progressive form of a verb is made up of the present participle of that verb with some form of the verb *be*.

1. This name *is written* plainly.
2. The names *are written* in the book.
3. The letter *was written* last Tuesday.
4. The stories *were written* by the pupils.

What do we call the form of the verb which represents its subject as being acted upon? *

What form of the verb *write* is used in these passive forms?

The passive form of a verb is made up of the past participle of that verb with some form of the verb *be*.

Do not use the past form of a verb with *have, has, had, is, are, was,* or *were*.

* See Lesson XX. p. 37.

WRITTEN EXERCISES.

I.

Change these sentences, making the verbs express past time : —

1. We write our names on every exercise.
2. He writes home once a week.
3. She writes in her diary every night.
4. They write for the daily papers.
5. He is writing a story for young people.
6. They are writing to their old subscribers.

Example. — We wrote our names on every exercise.

II.

Copy the following sentences, and fill the blanks with the correct form of **write** : ~~Wrote~~ or written :-

1. Charles has —— two letters.
2. He had —— his name on the paper before he discovered the mistake.
3. The girls have —— to their father
4. The name is —— in small letters.
5. The notice was —— by a stranger.
6. The doctor —— the prescription.
7. I shall —— to her parents as soon as I hear from you.
8. Mrs. Stowe —— "Uncle Tom's Cabin."
9. He will —— to the publishers for a copy of the book.
10. They have —— twice about the house.
11. Our sentences should be —— with care.
12. —— as you would speak.
13. The address is —— on the package.

LESSON LXI.

BLOW; DO; COME; SEE.

PRESENT.	PAST.	PRESENT PARTICIPLE.	PAST PARTICIPLE.
blow,	blew,	blowing,	blown.
do,	did,	doing,	done.
come,	came,	coming,	come.
see,	saw,	seeing,	seen.

Mention some object which you see at the present time. What did you see last week? What have you seen this morning? Use some form of *see* with *has;* with *had.*

In the sentence, "Do your work carefully," what word expresses the action? Tell how many examples you did yesterday. Tell how many you have done to-day. What form of *do* should be used with *has?*

At what time did you come to school this morning? Use some form of *come* with *had.*

How does the wind blow? Use some form of *blow* with *yesterday.*

WRITTEN EXERCISES.

I.

Change the following sentences, making each express past time: —

1. The wind blows hard to-night.
2. I see your brother every evening.
3. The man does his work well.
4. He does wrong to use the boat without permission.
5. The teacher comes early in the evening.

6. I see that you like the work.
7. The whistles blow at seven o'clock.
8. She sees what is to be done, and does the work neatly.

Example. — The wind blew hard last night.

II.

Write sentences showing the correct use of the following verbs : —

is blowing,	have seen,	have done,
has done,	were doing,	had seen,
will come,	has blown,	have come,
was seen,	will see,	was done.

LESSON LXII.

BREAK; GO; HEAR; KNOW.

PRESENT.	PAST.	PRESENT PARTICIPLE.	PAST PARTICIPLE.
break,	broke,	breaking,	broken.
go,	went,	going,	gone.
hear,	heard,	hearing,	heard.
know,	knew,	knowing,	known.

Listen ! do you *hear* anything? Tell what you hear now. Tell what you heard last night.

Tell one thing that you *know*. Use some form of *know* with *yesterday*. Use some form of *know* with *have*.

Name some place where you like to *go*. When did you go there last?

Did you ever *break* anything? What did you break? Mention some of your playthings that are broken. When were they broken?

WRITTEN EXERCISES.

I.

Use the following verbs correctly in sentences : —

was broken,	goes,	is going,
have gone,	hears,	was known,
will hear,	broke,	has heard,
had known,	went,	had heard.

II.

Copy the following sentences, filling the blanks with some form of ***break, go, hear,*** *or* ***know :*** *—*

1. My pencil is ——.
2. The boys are not at home ; they have —— to the river.
3. He is an old friend. I have —— him a long time.
4. I —— the General from his resemblance to the portrait.
5. I —— the fire-bells.
6. We —— to the wrong station.
7. They had —— the news before I reached there.
8. Henry's arm was —— by the fall.
9. Have you —— the new organ ?
10. —— what I say.
11. No one —— where to look for the treasure.
12. They had —— but a few steps, before they heard the same sound again.

LESSON LXIII.

FORMS OF VERBS.

PRESENT.	PAST.	PRESENT PARTICIPLE.	PAST PARTICIPLE.
eat,	ate,	eating,	eaten.
drink,	drank,	drinking,	drunk.
freeze,	froze,	freezing,	frozen.
begin,	began,	beginning,	begun.
rise,	rose,	rising,	risen.
hang (to suspend),	hung,	hanging,	hung.
hang (to kill),	hanged,	hanging,	hanged.
ring,	rang,	ringing,	rung.
show,	showed,	showing,	shown.
steal,	stole,	stealing,	stolen.
wear,	wore,	wearing,	worn.
forget,	forgot,	forgetting,	forgotten.
give,	gave,	giving,	given.
choose,	chose,	choosing,	chosen.
grow,	grew,	growing,	grown.

WRITTEN EXERCISES.

I.

Change the following sentences, making the verbs express past time:—

1. She rises from her chair and rings the bell.
2. The stockings hang by the chimney.
3. The murderer will be hanged on Friday.

4. When the river freezes over, they begin to cut the ice.

5. He will eat a small piece of bread, and will drink some water.

6. She has forgotten the number of the house.

7. They will show us many fine specimens.

8. He chooses his books for their contents.

9. These flowers grow in the garden.

10. He will give the boy a new suit of clothes.

Example. — The stockings hung by the chimney.

II.

Write sentences showing the correct use of the following words: —

ate,	begin,	rang,	stole,	chose,
rises,	drank,	showed,	forgot,	grew,
hung,	froze,	steals,	gives,	wore.

III.

Write sentences containing the following progressive forms: —

are eating,	is rising,	are choosing,
was drinking,	was hanging,	am forgetting,
am freezing,	is singing,	were giving,
were beginning,	are showing,	are growing.

IV.

Write sentences containing the following passive forms: —

was frozen,	is begun,	is hung,
were shown,	was stolen,	was given,
was forgotten,	were chosen,	were rung.

V.

Write sentences containing the following:—

have eaten,	had stolen,	has chosen,
has drunk,	has worn,	had given,
had risen,	has forgotten,	have grown.

LESSON LXIV.

FORMS OF VERBS.

PRESENT.	PAST.	PRESENT PARTICIPLE.	PAST PARTICIPLE.
shake,	shook,	shaking,	shaken.
tear,	tore,	tearing,	torn.
throw,	threw,	throwing,	thrown.
lose,	lost,	losing,	lost.
bring,	brought,	bringing,	brought.
sing,	sang,	singing,	sung.
run,	ran,	running,	run.
ride,	rode,	riding,	ridden.
drive,	drove,	driving,	driven.
take,	took,	taking,	taken.
fall,	fell,	falling,	fallen.
speak,	spoke,	speaking,	spoken.
fly,	flew,	flying,	flown.
hide,	hid,	hiding,	hidden.
strike,	struck,	striking,	struck.

WRITTEN EXERCISES.

I.

Copy these sentences, changing the verbs from the passive form to the active form: —

1. The apples were shaken from the tree.
2. The letter was torn up, and the pieces were thrown into the fire.
3. The horses were driven slowly.
4. Not a word was spoken till the bird had flown.
5. The mail-bag was thrown from the train.
6. Fresh fruit was brought to our door daily.
7. The flowers were hidden by the leaves.
8. The bell was struck for silence.
9. In the midst of the confusion our tickets were lost.
10. The umbrella was taken by mistake.

Example. — They shook the apples from the tree.

II.

Write sentences containing the following words used correctly as verbs: —

shook,	threw,	sang,	rode,	drive,
tore,	lose,	run,	drove,	took,
throws,	lost,	fell,	takes,	spoke,
flew,	hid,	fall,	hide,	struck.

III.

Write sentences containing the past participle of the following verbs, used with ***have, has,*** *or* ***had:*** —

tear,	run,	take,	fly,
throw,	ride,	fall,	hide,
sing,	drive,	speak,	strike.

IV.

Use each of the following verbs in a sentence, to express future time: —

lose,	ride,	speak,	hide,	tear,
bring,	take,	fly,	strike,	throw.

V.

Write sentences containing the following progressive forms: —

is shaking,	are bringing,	were singing,
am losing,	are riding,	was driving,
is taking,	were hiding,	is striking.

PRONOUNCING EXERCISE.

Pronounce: —

[Do not omit the sound of final **g**.]

reading,	stopping,	going,	smoking,
singing,	touching,	coming,	being,
talking,	seeing,	wishing,	doing,
walking,	hearing,	burning,	trying,
calling,	looking,	standing,	spelling.

LESSON LXV.

STUDY OF SELECTION.

THE LANDING OF THE PILGRIM FATHERS IN NEW ENGLAND.

I.

The breaking waves dashed high
On a stern and rock-bound coast,

And the woods against a stormy sky
Their giant branches tossed;

II.

And the heavy night hung dark
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

III.

Not as the conqueror comes,
They, the true-hearted, came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

IV.

Not as the flying come,
In silence and in fear;—
They shook the depths of the desert gloom
With their hymns of lofty cheer.

V.

Amidst the storm they sang,
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free!

VI.

The ocean eagle soared
From his nest by the white wave's foam,
And the rocking pines of the forest roared,—
This was their welcome home!

VII.

There were men with hoary hair
Amidst that pilgrim band; —
Why had *they* come to wither there,
Away from their childhood's land?

VIII.

There was woman's fearless eye,
Lit by her deep love's truth;
There was manhood's brow serenely high,
And the fiery heart of youth.

IX.

What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war? —
They sought a faith's pure shrine!

X.

Ay, call it holy ground,
The soil where first they trod;
They left unstained what there they found; —
Freedom to worship God.

FELICIA HEMANS.

What is this poem about? Read the first two stanzas.

What does the first line tell? *Where* did the waves *dash high?* What is meant by a *stern* coast? What is the meaning of *rock-bound?* What is the meaning of the third and fourth lines? How would the first two lines in the second stanza be expressed in prose? On what occasion did the waves *dash high?* What is an *exile?* What is meant by *mooring their bark?*

Read the next two stanzas. What do the first six lines of these stanzas tell?

Ans. They tell how the exiles did not come.

How many classes of persons are mentioned whose coming was unlike that of the Pilgrims? How does the conqueror come? How do the flying come? What do the two remaining lines of these stanzas tell?

Read the fifth and sixth stanzas. What does the fifth stanza describe? What does the sixth stanza do? What welcomed them?

Read the seventh and eighth stanzas. What do these stanzas tell?

Ans. They tell who were in the band.

How many classes of persons are mentioned? Name each. What is the meaning of *hoary?*

Read the first question in the ninth stanza. Supply words making the second question complete. Express the third question fully. What does the last line of this stanza tell? What is meant by their *seeking a faith's pure shrine?*

Ans. Seeking a place where they could worship God in their own way.

Read the last stanza. What place should be called *holy ground?* Why?

Copy the poem, and commit it to memory.

LESSON LXVI.

COMPOSITION.

THE PILGRIM FATHERS.

Find out what you can about ***The Pilgrim Fathers,*** *and then tell in your own words —*

1. Who the Pilgrim Fathers were, and what caused them to leave their native country.

2. Tell where they went first, how long they remained there, and why they decided to come to America.

3. Describe their voyage to the New World, tell where they landed, and mention some of the hardships which they had to undergo on their arrival.

LESSON LXVII.

LAY AND *LIE*.

PRESENT.	PAST.	PRESENT PARTICIPLE.	PAST PARTICIPLE.
lay,	laid,	laying,	laid.
lie,	lay,	lying,	lain.

1. *Lay* the books on the table.
2. *Lie* on the lounge.
3. The rugs *lie* on the floor.

Give the meanings of the words in Italics. Which word means to place in position? Which word means to take a reclining position, or to occupy a fixed place?

What is the past form of *lay*? What form of *lay* should be used with *have* and *had*?

What is the past form of *lie*? What form of *lie* should be used with *have* and *had*?

WRITTEN EXERCISES.

I.

Change these sentences, making the verbs in Italics express past time: —

1. I *lay* the key on the desk.
2. The soldiers *lie* down at night.
3. The cat *lies* by the fire.
4. The men *are laying* a new walk.
5. They *lay* the stones with great care.
6. The cows *are lying* in the shade.

II.

Copy the following sentences, filling the blanks with some form of ***lay*** *or* ***lie*** *:—*

1. —— the music on the piano.
2. The rain has —— the dust.
3. He —— down to rest.
4. He has —— there an hour.
5. She —— the letter on the desk.
6. The dog was —— by the fire.
7. "The gentle race of flowers
   Are —— in their lowly beds, with the
   fair and good of ours."

   "In the cold moist earth we —— her,
   when the forests cast the leaf."

LESSON LXVIII.

SIT AND *SET*.

PRESENT.	PAST.	PRESENT PARTICIPLE.	PAST PARTICIPLE.
sit,	sat,	sitting,	sat.
set,	set,	setting,	set.

1. *Sit* down and rest.
2. *Set* the chair by the window.

What is the meaning of *sit* in the first sentence? Of *set* in the second sentence?

1. I *sat* in this seat last night.
2. The hen *is sitting* on twelve eggs.
3. He *had sat* under that tree for an hour.

What form of *sit* expresses a past action? What form is used with *are?* What form is used with *had?*

1. He *set* out two trees yesterday.
2. The men *are setting* fence-posts.
3. The doctor *has set* the boy's arm.

What does *set* mean in the first sentence? What time does it express? What form of *set* is used with *are?* What form is used with *has?*

WRITTEN EXERCISES.

I.

Copy the following sentences, filling the blanks with some form of ***sit*** *or* ***set:***—

1. Howard is —— out strawberry plants.
2. Will you —— by me?
3. —— the cup on the shelf.
4. Five little birds were —— in a row.
5. Who —— the table?
6. He —— in the front seat.

7. They —— by the pond, watching the gold-fish.

8. He —— down to rest before we reached the end of our journey.

II.

Write sentences containing the past tenses of the verbs —

sit, set, lie, lay.

III.

Write sentences showing the correct use of the following verbs : —

are sitting,	had set,	was set,
has lain,	is lying,	have sat,
were laid,	were laying,	was setting.

IV.

Write sentences showing the correct use of the following verbs : —

lie,	lies,	sit,	sits,
lay,	lays,	set,	sets.

PRONOUNCING EXERCISE.

Pronounce : —

[Sound **u**, **ue**, and **ew** in these words like **u** in **use**, **tube**, etc.]

dew,	glue,	tulip,	duel,	student,
pew,	flew,	tune,	fluid,	music,
new,	fuel,	Tuesday,	flute,	news,
blue,	tube,	duty,	stupid,	newspaper.

LESSON LXIX.

SHALL AND *WILL*.

1. I *shall go* to-morrow.
2. We *shall return* soon.
3. You *will hear* the music.
4. He *will receive* the letter.

Name the verbs, and tell what time each expresses. Which verbs have subjects in the first person? What word helps to announce the future action in those sentences?

What is the subject of the third verb? Of the fourth? What word helps to announce the future action in the second person and the third?

Use *shall* in the first person, to announce future action.

Use *will* in the second and the third person, to announce future action.

1. *Shall* I *close* the door?
2. *Shall* we *call* for you?

Name the subject of the first verb. Of the second verb. What auxiliary verb is used in each question?

Use *shall* in the first person, to ask a question.

WRITTEN EXERCISES.

I.

Copy the sentences below, filling the blanks with ***shall*** *or* ***will*** *:* —

1. I —— see your father next week.
2. If the next house takes fire, the whole block —— burn.
3. —— I wait for you?

4. We —— have warm weather soon.
5. If you sit in a draught, you —— take cold.
6. The warm rain —— bring the flowers.
7. —— I bring your shawl?
8. I —— start at five o'clock.
9. —— I build a fire in the grate?
10. I fear the doors —— be locked.

II.

Write five sentences, using ***shall,*** *to announce future action.*

Example. — We shall finish the work soon.

III.

Write five sentences, using ***will,*** *to announce future action.*

Example. — You will find the climate delightful.

IV.

Use ***I*** *or* ***we*** *in five questions about future actions.*

Example. — Shall I write the letter?

LESSON LXX.

SHALL AND *WILL*.

1. I *will* not *go*.
2. We *will assist* you.

Mention the verb in each sentence, and name its subject.

In the first sentence the speaker either promises not to go, or expresses his determination not to go. In the second sentence what does the speaker do?

Use *will* in the first person, to make a promise, or to express the determination of the speaker.

1. You *shall* not *open* the box.
2. The children *shall have* a Christmas tree.

What does the speaker state in the first sentence? Upon whose will is the opening of the box to depend?

What is promised in the second sentence? Upon whose will does the children's having a Christmas tree depend?

What verb helps to announce these future actions?

Use *shall* in the second and the third person, to make a promise, or to express the determination of the speaker.

Read the following sentences, state the uses of the verbs printed in Italics, and tell why *will* or *shall* is used in each case: —

1. The message *will be delivered* this afternoon.
2. I *shall take* pleasure in looking at your work.
3. I *will return* the book to-morrow.
4. He *shall* not *enter* this room.
5. I *shall go* to the city to-morrow, and I *will do* your errands.
6. You *shall* not *be annoyed* in this way again.
7. I *shall be* away when you arrive.
8. I *will write* the names.

WRITTEN EXERCISES.

I.

Write five sentences, using ***will*** *to make a promise.*

Example. — I will show you a rare coin.

II.

Write five sentences, using **will** *to express the determination of the speaker.*

Example. — I will not engage in such work.

III.

Write five sentences, using **shall** *to express future action dependent on the will of the speaker.*

Example. — He shall be rewarded.

LESSON LXXI.

SHOULD AND *WOULD*.

Should and *would* are, in corresponding cases, used in the same manner as *shall* and *will;* thus, —

I.

1. I shall be pleased to see you.
2. I should be pleased to see you.
3. You will enjoy the music.
4. You would enjoy the music.
5. He will be surprised at the result.
6. He would be surprised at the result.

II.

1. I will not sign the paper.
2. I would not sign the paper.
3. You shall not go if I can prevent it.
4. You should not go if I could prevent it.

5. He shall be rewarded.
6. He should be rewarded.

WRITTEN EXERCISE.

Copy the following sentences, substituting ***should*** *and* ***would*** *for* ***shall*** *and* ***will.*** *Make such other changes as may be necessary:* —

1. I shall be glad to assist you.
2. We shall find it a difficult task.
3. I shall be obliged to leave the city before the day of the exercises.
4. He will be warmly received.
5. You will find the building too small for the purpose.
6. We shall never see him again.
7. I will attend the meeting, if I am in the city.
8. You will be responsible for her action.
9. It will be difficult to find a person who will suit us.
10. He thinks the climate will do you good.

LESSON LXXII.

LEARN AND *TEACH.*

1. He *taught* the child to sing.
2. Clara *learned* her lesson quickly.

What is the meaning of *taught?* Of *learned?* Of what verb is *taught* a form? Of what verb is *learned* a form? Which of these verbs means *to give instruction?* Which one means *to receive instruction?*

WRITTEN EXERCISE.

Write sentences, using the following verbs correctly: —

teaches,	is learning,	learns,
have learned,	was teaching,	has taught,
taught,	were learned,	had learned.

LESSON LXXIII.

MAY AND *CAN*.

1. May I go home?
2. Can Ralph sail a boat?

What is asked in the first sentence? What in the second sentence? What word is used to express *permission?* What word expresses the *power of doing?*

WRITTEN EXERCISE.

Copy the following sentences, filling the blanks with some form of ***learn, teach, may,*** *or* ***can:*** —

1. Mabel is —— a new song.
2. He —— the boy to speak French.
3. We were —— to speak the truth.
4. Frances has —— two poems this week.
5. Who —— you to skate?
6. Howard is —— the boys a new game.
7. Miss Stone —— us drawing.
8. We are —— to sketch from nature.
9. —— I look at your watch?
10. —— you hear the watch tick?
11. —— you play on the piano?
12. —— I go with you?

LESSON LXXIV.

THINK; GUESS; EXPECT.

1. I *think* they will come.
2. I could not *guess* the riddle.
3. I *expect* a letter to-morrow.

What word is used in the first sentence, to express an opinion?

What does the speaker say in the second sentence? What do you do when you *guess* a riddle?

When does the speaker say he expects a letter? Would it be right to say, "I expect a letter yesterday"? Why not?

Expect refers to future action.

Do not use *guess* or *expect* when you mean *think*.

WRITTEN EXERCISES.

I.

Copy the following sentences, filling the blanks with some form of ***think, guess,*** *or* ***expect:*** —

1. I will —— about the matter.
2. I —— to start on the morning train.
3. —— how much this hat cost.
4. I —— the tickets are all sold.
5. They —— to build a new house in the spring.
6. I —— the train will stop.
7. I —— your plan is a wise one.
8. Paul —— to enter college in September.
9. Do you —— the attendance will be large?
10. —— what I have in this box.

II.

Write sentences, using the following verbs correctly: —

think,	guess,	expect,	learn,
teach,	will guess,	shall expect,	will learn.

LESSON LXXV.

STOP AND *STAY*.

1. He could not stop the horses
2. We shall stay in the city two weeks.

What is meant by *stopping* the horses? What is meant by *staying* in the city?

What does the word *stop* mean? What does the word *stay* mean?

Read the following sentences, and give the meanings of the words printed in Italics: —

1. Did you *stop* at Chicago on your way home?
2. Where did you *stay* while you were in the city?
3. The driver is *stopping* the car.
4. Mr. Hunt is *staying* at the Mountain House.
5. The boat will *stop* at the first landing.
6. They are *staying* at the hotel.

WRITTEN EXERCISE.

Write sentences containing the following verbs: —

stop,	stayed,	are stopping,	were stopping,
stay,	stopped,	is staying,	were staying.

LESSON LXXVI.

LOVE AND *LIKE*.

1. I *like* to ride.
2. We *love* our friends.

What kind of things do we like? What do we love? Should you use *like* or *love* in speaking of things that are simply pleasant or agreeable to you? Which word should you use in speaking of your affection or attachment for a person or a thing?

WRITTEN EXERCISES.

I.

Copy the following sentences, filling the blanks with some form of ***stop, stay, love,*** *or* ***like:*** —

1. Our friends are —— in New York.
2. The train —— at every station.
3. I —— to draw.
4. The mother —— her child.
5. We —— our country.
6. The boy —— to lie in a hammock.
7. We are commanded to —— our enemies.
8. They are —— at the new hotel.
9. The man could not —— the leak in the pipe.
10. She will —— at home through the winter.
11. We shall —— here a few days.
12. Henry —— to study botany.
13. We visited the public buildings whenever we —— long enough to do so.

LESSON LXXVII.

REVIEW.

ORAL EXERCISE.

What is meant by the singular form of a verb? What is meant by the plural form?

What form of the verb should be used with two singular subjects connected by *and?* Give an example.

What form of the verb should be used with two singular subjects connected by *or* or *nor?* Give an example.

What is a regular verb? What is an irregular verb? Give examples of each.

What is an auxiliary verb? What auxiliary verbs help to form the future tenses?

What does *shall* express when used in the first person? What does it express when used in the second or the third person? Give examples.

What does *will* express when used in the first person? What does it express when used in the second or the third person? Give examples of each case.

WRITTEN EXERCISES.

I.

Write sentences containing the ***past tenses*** *of the following verbs:* —

come,	fly,	know,	catch,	walk,
go,	do,	see,	hear,	move.

II.

Write sentences containing the ***future tenses*** *of the following verbs:* —

begin,	forget,	give,	show,
wear,	sing,	lose,	speak.

III.

Write the ***principal parts*** *of the following verbs : —*

see,	do,	speak,	lay,	sit,
set,	take,	lie,	rise,	lose.

IV.

Write sentences containing the following words used as participles : —

going,	hearing,	eaten,	built,
rising,	speaking,	written,	chosen.

V.

Write sentences showing the correct use of the following verbs : —

set,	sit,	lay,	lie,	stop,
learn,	teach,	think,	guess,	expect,
stay,	love,	like,	rise,	lose.

LESSON LXXVIII.

COMPOSITION.

Write about some article that is prepared for market near your home ; as, –

coal,	tobacco,	wheat,	granite,
cotton,	petroleum,	butter,	maple sugar.

State, so far as you know, the different steps taken in the process of cultivation or manufacture, and tell in what form and in what way the article is taken to market.

PRONOUNCING EXERCISE.

Pronounce: —

[Sound o͞o, o͟, o͟u, u͟, and ew like o͞o in m**o͞o**n.]

mo͞on,	spo͞on,	to͟ur,	ru͟ral,	cru͟el,
so͞on,	cho͞ose,	bo͟uquet,	ru͟mor,	Febru͟ary,
ro͞om,	to͟,	bru͟te,	ru͟de,	threw,
ro͞ot,	do͟,	ru͟le,	tru͟th,	grew,
ro͞of,	yo͟u,	ru͟in,	tru͟ant,	crew.

LESSON LXXIX.

MANNER OF ASSERTING.

1. I *see* the boat.
2. I *do see* the boat.

What do these sentences do? How is the second assertion made? Name the verb that simply states a fact. Name the verb that states a fact emphatically.

Give three sentences that state facts.

1. See the boat.
2. Lead us not into temptation.

What does each sentence express? What is the subject of the first verb? Of the second? When the subject of an imperative sentence is expressed, where is it placed?*

Give a sentence that expresses a command. Give one that expresses an entreaty.

* See p. 4.

1. If I see the boat, I will call you.
2. If I were you, I would go.

Upon what condition will the speaker call the person addressed? Read the part of the sentence that expresses the condition.

What supposition does the speaker make in the second sentence? Upon what does this part of the sentence depend for its meaning?

Which verbs in the sentences above express something as conditional or doubtful?

1. He *can mend* the net.
2. You *may open* the box.
3. The sun *may shine* this afternoon.
4. The work *must be finished* to-night.

Which verb states that some one has the power of performing a certain action? What action is stated as possible? What action is stated as necessary? Which verb expresses permission?

May or *might* is used with another verb to express permission or possibility; *can* or *could*, to express power or ability; *must*, to express necessity.

Mention the verbs in the following sentences, and tell how each assertion is made: —

1. The ship arrived yesterday.
2. You may stay until five o'clock.
3. I saw a flock of beach birds.
4. Listen to the voice of the wind.
5. If I were an artist, I would sketch this building.
6. The grapes must be gathered.
7. The heat might break the glass.
8. Emma can speak German.
9. If you speak, you will frighten the bird.

10. I do not see the boat.
11. Unless it rain, the fruit will be spoiled.
12. Give us this day our daily bread.

WRITTEN EXERCISES.

I.

Write sentences, using the verb ***stand:*** —

1. To state a fact.
2. To express a command.
3. To express a condition.

II.

Write sentences, using —

1. *May* to express permission.
2. *May* to express possibility.
3. *Might* to express possibility.
4. *Can* to express ability.
5. *Could* to express ability.
6. *Must* to express necessity.
7. *Were* to express a supposition.

LESSON LXXX.

THE INFINITIVE.

1. They went *to ride.*
2. The boy has learned *to read.*
3. I asked him *to send* the paper.

What words in the foregoing sentences assert actions?
What words simply name actions, but do not assert anything?

The simple form of a verb used with *to* is called an **infinitive.** It names an action, but does not assert it.

WRITTEN EXERCISES.

I.

Copy these sentences, and draw lines under the infinitives: —

1. They were obliged to walk.
2. She did not seem to know him.
3. We will try to amuse the children.
4. They wanted a breeze to turn their windmills.
5. It is more blessed to give than to receive.
6. The shepherd uses a crook to draw his sheep away from a precipice.
7. The boy hastened to open the gate.
8. It is always wrong to deceive.

II.

Write sentences containing the following infinitives: —

to build,	to ask,	to stay,	to hear,
to walk,	to tell,	to send,	to listen,
to see,	to do,	to give,	to whisper.

Example. — The birds are beginning to build their nests.

LESSON LXXXI.

PHRASES.

1. A basket of apples stood on the table.
2. A box holding apples stood on the floor.

What is the subject of the first sentence? What two words can you leave out of the subject without destroying the sentence? What is the office of the words *on the table?*

What is the subject of the second sentence? What two words can you leave out of that subject without destroying the sentence?

A combination of words performing a distinct office in a sentence, but not having a subject and a predicate, is called a **phrase.**

Name the phrases in the foregoing sentences, and tell the office of each.

1. The chair in the corner is broken.
2. The list of names was short.

What chair *is broken?* What does the phrase *in the corner* modify? Read the phrase in the last sentence? What is its office?

A phrase that performs the office of an adjective is called an **adjective phrase.**

1. She sang in the evening.
2. She sang in the parlor.
3. She sang to please her friends.

Read the phrase in each sentence, and tell what it does.

A phrase that performs the office of an adverb is called an **adverbial phrase.**

WRITTEN EXERCISES.

I.

Write five sentences, each containing an adjective phrase.

Example. — The water of our best springs is impure.

II.

Write five sentences, each containing an adverbial phrase.

Example. — The sun was shining on the mountains.

III.

Write sentences containing the following phrases: —

of violets,	in the morning,
in the corner,	at recess,
on a tree,	to open the door,
smiling pleasantly,	to carry a letter,
hearing his name,	in a new house.

Example. — Smiling pleasantly, she asked our errand.

LESSON LXXXII.

STUDY OF SELECTION.

THE GLADNESS OF NATURE.

I.

Is this a time to be cloudy and sad,
When our mother Nature laughs around;
When even the deep blue heavens look glad,
And gladness breathes from the blossoming ground?

II.

There are notes of joy from the hang-bird and wren,
And the gossip of swallows through all the sky;
The ground-squirrel gayly chirps by his den,
And the wilding bee hums merrily by.

III.

The clouds are at play in the azure space,
And their shadows at play on the bright green vale,
And here they stretch to the frolic chase,
And there they roll on the easy gale.

IV.

There's a dance of leaves in that aspen bower,
  There's a titter of winds in that beechen tree,
There's a smile on the fruit, and a smile on the flower,
  And a laugh from the brook that runs to the sea.

V.

And look at the broad-faced sun, how he smiles
  On the dewy earth that smiles in his ray,
On the leaping waters and gay young isles;
  Ay, look, and he'll smile thy gloom away.

WILLIAM CULLEN BRYANT.

Read the first stanza. What does this stanza do? Read the first line of the question. How many reasons are given in this stanza for not being *cloudy* and *sad?* State each. What is meant by *our mother Nature?* Why is she said to be laughing?

Read the second stanza. What does the first line tell? What is a hang-bird? What kind of nest does it build? What is the second line about? What are the swallows doing? What does the squirrel do? How does he chirp? Where does he chirp? What is the fourth line about? What is the meaning of *wilding?* What is the use of *merrily?*

Read the third stanza. What is the first line about? Name the phrases in this line and tell the use of each. What is meant by the *azure space?* What does *their* refer to in the second line? What were the shadows doing? Does the third line refer to the shadows or to the clouds? What does the fourth line refer to?

Read the fourth stanza. How many different things in this stanza are said to express pleasure? Name the different things and tell what actions are ascribed to them.

Read the last stanza. What is the reader directed to look at? What

is the sun said to be doing? What word indicates the happiness of the earth? Of the waters? Of the isles? Why is the reader told to look at the sun?

WRITTEN EXERCISES.

1. *Write in two columns all the phrases found in this poem.*
2. *Copy the poem, and commit it to memory.*

LESSON LXXXIII.

COMPOSITION.

Write about ***Thanksgiving Day.*** *Tell —*

1. Its origin.
2. How the day was observed by the early New England settlers.
3. Who appoints our Thanksgiving Day.
4. How the day is observed.
5. What benefits are derived from its observance.

PRONOUNCING EXERCISE.

Pronounce: —

[Sound **ou** and **ow** in these words like **ou** in **our**.]

hour,	amount,	stout,	bound,	round,
house,	about,	shout,	found,	sound,
cow,	town,	crown,	how,	found,
now,	how,	down,	town,	frown.

LESSON LXXXIV.

CLAUSES.

1. You cannot see the mountain, *unless the day is clear.*

2. I will buy the book, *if you will read it.*

3. The prisoner bowed his head, *when he heard the sentence.*

How many assertions do you see in each of the foregoing sentences? Name the subject and the predicate in each assertion.

A part of a sentence that contains a subject and a predicate is called a **clause.**

Which of the foregoing clauses express complete thoughts? Which depend upon the other part of the sentence for their full meaning?

A clause that expresses a complete thought is called an **independent clause.**

A clause that depends upon some other part of the sentence for its full meaning is called a **dependent clause.**

Read the independent clause in each sentence above. Read the dependent clause in each sentence, and tell what word joins it to the independent clause.

A sentence containing a dependent clause is called a **complex sentence.**

WRITTEN EXERCISE.

Write sentences composed of clauses joined by the following words: —

for,	because,	as,	after,	until,
if,	unless,	since,	when,	before.

LESSON LXXXV.

RELATIVE PRONOUNS.

1. Here is the man who delivered the message.
2. The children that passed us will join the party.
3. It was a large brick house, which stood near the church.

Read the clause in the first sentence. What word connects this clause with the word *man?* To what does *who* refer?

Read the dependent clause in the second sentence. What word is limited in meaning by this clause? To what does *that* refer?

Read the dependent clause in the third sentence, and name the subject of the clause. To what does *which* refer?

A word that refers to a preceding noun or pronoun and connects it with a clause is called a **relative pronoun.**

The word to which the relative pronoun refers or relates is called its **antecedent.**

The relative pronouns are *who*, *which*, and *that*.

Who should be used in speaking of persons.

Which may be used in speaking of inferior animals or of things.

That may be used in speaking of persons, animals, or things.

WRITTEN EXERCISES.

I.

Copy the following sentences, underline the clauses, and draw two lines under the antecedents of the relative pronouns: —

1. General Greene, who commanded the troops, was wounded.
2. This book, which was sold by subscription, is now out of print.

3. The Chairman introduced the speaker, who was warmly welcomed.

4. The insects were placed in a drawer which was lined with sheet cork.

5. Hail to the chief who in triumph advances.

6. Oh! a dainty plant is the ivy green
That creepeth o'er ruins old!

7. Do the duty that lies nearest thee.

II.

Write sentences containing the following: —

1. *Who* referring to a person.
2. *Which* referring to an animal.
3. *Which* referring to a thing without life.
4. *That* referring to a person.
5. *That* referring to an animal.
6. *That* referring to a thing.

LESSON LXXXVI.

FORMS OF *WHO*.

1. We met the captain, who received us kindly.
2. This is the boy whose name was called.
3. Here is a lady whom you know.

Read the relative clause in the first sentence. What is the subject of the verb *received?* What does *who* stand for?

What is the use of the clause in the second sentence? To what does *whose* refer?

Read the clause in the third sentence. What is the subject of *know?* What is its object? In these sentences what relative pronoun is used as the subject of a verb? What one as the object of a verb? What word is used to denote possession?

The pronoun *who* has three forms: —

who, whose, whom.

Who is used as the subject of a verb.

Whose is used to denote possession.

Whom is used as the object of a verb or of a preposition.

Name the relative pronouns in the following sentences, and tell how they are used: —

1. One passenger, who ran in the wrong direction, was injured.
2. The most attractive feature of this city is the river to which it owes its name.
3. The handsome buildings that greet one at every turn indicate wealth and prosperity.
4. They entered the library, which was a large room.
5. She looked longingly at the book which the boy held.
6. He is a man that all desire to honor.

WRITTEN EXERCISES.

Write sentences containing the following words used as relative pronouns: —

1. *Who* with the antecedent *boy.*
2. *Who* with the antecedent *brothers.*
3. *Whose* with the antecedent *man.*
4. *Whom* with the antecedent *men.*
5. *That* with the antecedent *woman.*
6. *Which* with the antecedent *house.*

LESSON LXXXVII.

INTERROGATIVE PRONOUNS.

1. Who rang the bell?
2. Which do you prefer?
3. What did you find?

What does each of these sentences do? Which words in the sentences are used to ask questions?

When *who*, *which*, and *what* are used to ask questions, they are called **interrogative pronouns.**

Who refers to persons. It has three forms; as, —

1. *Who* lives in this house?
2. *Whose* is it?
3. *Whom* did you see?

Which refers to persons or to things; as, —

1. *Which* of the brothers came?
2. *Which* of the books did you choose?

What refers to things; as, —

What did you bring?

WRITTEN EXERCISES.

I.

Write sentences containing the following interrogative pronouns: —

1. *Who* used as the subject of a verb.
2. *Whose* used to denote possession.
3. *Whom* used as the object of a verb.

4. *Whom* used as the object of a preposition.
5. *Which* referring to a person.
6. *Which* referring to a thing.
7. *What* used as the subject of a verb.
8. *What* used as the object of a verb.

II.

Copy the following sentences, filling the blanks with ***who, whose, or whom:*** —

1. —— sits with you?
2. —— do you sit with?
3. —— did you meet?
4. —— were you talking with?
5. —— is this?
6. —— called me?
7. —— did he call?
8. Of —— are you speaking?
9. —— discovered the mistake?
10. —— shall I ask?

PRONOUNCING EXERCISE.

Pronounce: —

[Do not sound **el** and **et** in these words like **il** and **it**.]

fuel,	bushel,	get,	racket,
duel,	yet,	market,	rocket.

[Do not sound **est** and **ent** in these words like **ist** or **unt**.]

honest,	largest,	moment,	superintendent,
boldest,	smallest,	government,	garment.

LESSON LXXXVIII.

REVIEW.

I.

Mention each phrase in the following sentences, and tell its office: —

1. The streets of the city are well paved.
2. They were playing under the old elm-tree.
3. Exercise in the open air strengthens the body and improves the health.
4. He waited to hear the answer.
5. The little cabin on the mountain was lost amongst the clouds.
6. A true friend is one of the most precious gifts of Heaven.

II.

Mention the clauses in the following sentences, and tell which are dependent clauses and which are independent clauses: —

1. They came to a bridge, which seemed to be built of iron.
2. When the danger was past, they returned to the house.
3. Our only light was from the fire, which was burning up brightly.
4. The evil that men do lives after them.
5. You can make the experiment, but you must not be disappointed with the result.
6. The sun smiles upon the landscape, and earth smiles back again upon the sky.
7. Beneath the window is a wooden bench, on which a long succession of weary wayfarers have reposed themselves.

III.

Point out the relative pronouns in the following sentences, and tell what each stands for: —

1. This man, who has charge of the building, will show you the room.

2. He was the only man that understood the matter.

3. These are books that will amuse and interest all classes of persons.

4. He sat down in a large chair, which was the most conspicuous object in the room.

5. "Few, few were they whose swords of old
Won the fair land in which we dwell;
But we are many, we who hold
The grim resolve to guard it well."

IV.

Name the simple, the compound, and the complex sentences in the following, and tell of what clauses the compound and complex sentences are composed: —

1. She stepped quickly across the floor.

2. If you cannot sleep, you can rest.

3. "He looked upon his people, and a tear was in his eye;
He looked upon the traitors, and his glance was stern and high."

4. If you would find the most wretched man or woman in your neighborhood, look for the one who has nothing to do.

5. They were startled by the tramp of horses' hoofs.

6. He had won great fame among the children, as the narrator of wonderful stories.

7. Do not be too positive.

8. The water of this fountain, as it spouted upward, was constantly taking new shapes.

LESSON LXXXIX.

COMPOSITION.

Find out what you can about the Trunk Line Railroads of the United States, and then tell —

1. What the Trunk Line Railroads are.
2. Name the principal lines and tell what cities they connect.
3. Tell how these railroads benefit the country.

LESSON XC.

STUDY OF SELECTION.

THE DAFFODILS.

I.

I wandered lonely as a cloud
  That floats on high o'er vales and hills,
When all at once I saw a crowd,
  A host, of golden daffodils;
    Beside the lake, beneath the trees,
    Fluttering and dancing in the breeze.

II.

Continuous as the stars that shine
  And twinkle on the Milky Way,
They stretched in never-ending line
  Along the margin of a bay:
    Ten thousand saw I at a glance,
    Tossing their heads in sprightly dance.

III.

The waves beside them danced; but they
  Outdid the sparkling waves in glee:
A poet could not but be gay,
  In such a jocund company:
    I gazed, — and gazed, — but little thought
    What wealth the show to me had brought:

IV.

For oft, when on my couch I lie
  In vacant or in pensive mood,
They flash upon that inward eye
  Which is the bliss of solitude;
    And then my heart with pleasure fills,
    And dances with the daffodils.

WILLIAM WORDSWORTH.

Read the first stanza. Who is meant by *I?* Why is *wandered* used instead of *walked?* What is the use of *lonely?* To what is the loneliness of the poet compared? What is the office of the second line? To what does *that* refer? What do the next two lines tell? Where were the daffodils? What is the office of the last line?

Read the second stanza. What do the first four lines describe? How were the daffodils arranged? What is the meaning of *margin?* Does the poet mean that he saw exactly ten thousand? What does he mean? What are the daffodils said to be doing?

Read the third stanza. What waves are spoken of? What did the waves do? In what did the daffodils surpass the waves? What is the meaning of the third and fourth lines? What do the last two lines tell?

Read the last stanza. Read the principal clause in the first statement. When do *they flash upon the inward eye?* What is a *vacant* mood? What is the meaning of *pensive?* What does the fourth line describe? Give in your own words the meaning of the first four lines of this stanza. What feeling did this sight awaken in the mind of the poet?

WRITTEN EXERCISES.

I.

Use in sentences of your own the following words: —

wandered,	lonely,	floats,	host,
golden,	beside,	beneath,	fluttering,
dancing,	continuous,	margin,	bay,
glance,	sprightly,	glee,	jocund,
mood,	vacant,	pensive,	solitude.

II.

Copy the following words, and opposite each write another word meaning nearly the same: —

gazed,	glee,	pleasure,	jocund,
margin,	wealth,	sprightly,	show.

III.

Copy the poem, and commit it to memory.

LESSON XCI.

EXPLANATORY EXPRESSIONS.

1. Mr. Hall, our new neighbor, was the first one to greet us.

2. Washington, the first President, was buried at Mount Vernon.

Name the subject and the predicate in the first sentence. What is the name of the man spoken of? Who was he?

Who was buried at Mount Vernon? Who was *Washington?*

What is the explanatory part in the first sentence? What in the second sentence? In each sentence what marks separate the explanatory part from the rest of the sentence?

An explanatory expression should be separated from the rest of the sentence by a comma or commas.

WRITTEN EXERCISE.

Copy the following sentences, inserting commas where they are needed: —

1. Charles the eldest son has left home.

2. Mr. Curtis the speaker of the evening was delayed by an accident.

3. We heard Mr. Spurgeon the great London preacher.

4. Harry the son of the proprietor has charge of the house.

5. Daniel Webster the great American statesman died at Marshfield.

6. Washington the capital of the United States was named in honor of the first President.

7. San Francisco the largest city in California is noted for its fine harbor.

8. An address was given by the Rev. W. H. Church D.D.

LESSON XCII.

INTERMEDIATE EXPRESSIONS.

1. They, *too*, carried a flag.
2. The general, *riding to the front*, led the attack.
3. He has bought, *I hear*, a large tract of land.

Read the first statement. What word is placed between the verb and its subject? How is this word separated from the rest of the sentence?

What is the second statement about? What did the general do? What is the use of the phrase, *riding to the front?* How is it separated from the rest of the sentence?

What is the subject of the verb *has bought?* What is its object? What words are placed between the verb and its object? How are they separated from the rest of the sentence?

Words, phrases, or clauses placed between parts of a sentence closely related, should generally be separated from the rest of the sentence by commas.

WRITTEN EXERCISE.

Copy the following sentences, and insert commas where they are needed: —

1. He will no doubt follow your advice.
2. I did him however a great injustice.

3. It is I think the third house from the corner.
4. "My dear Edward" said he "this is truly kind."
5. The book having been read was returned to the library.
6. He was on the whole pleased with the work.
7. The boatman who knew the danger told the passengers to sit still.
8. This was in fact the only interesting feature of the exercises.
9. He has from first to last given us the benefit of his advice.
10. Perhaps too he has forgotten the circumstance.

LESSON XCIII.

TRANSPOSED EXPRESSIONS.

1. The building will be completed in a short time.
2. In a short time, the building will be completed.
3. The flower will fade if you pick it.
4. If you pick the flower, it will fade.

What is said about the building? Mention the verb in this sentence. What phrase modifies the verb *will be completed?* Where is it placed? How does the second sentence differ from the first? How is the phrase separated from the rest of the sentence?

Read the principal clause in the third sentence. Read the dependent clause. Upon what verb does the dependent clause depend? Where is it placed? Where is the dependent clause placed in the fourth sentence? How is it separated from the rest of the sentence?

When a phrase or a clause is placed out of its natural position, it is said to be **transposed.**

A transposed phrase or clause should generally be separated from the rest of the sentence by the comma; as, *In the morning, sow thy seed.*

NOTE. — If the phrase is closely united with the sentence, the comma is not used; as, *Beneath the window is a wooden bench.*

WRITTEN EXERCISE.

Copy the following sentences, and place commas where they are needed: —

1. Before we could reach the spot the gate was closed.
2. On entering the house he found everything in confusion.
3. In the middle of January he was summoned home.
4. If there were time to spare I should be glad to give you an account of our journey.
5. Without hesitating an instant he stepped forward.
6. If you take my advice you will turn back.
7. When everything was ready the doors were thrown open.
8. One cold winter night a knock came at the door.
9. As he entered the city he noticed the many changes that had taken place since his last visit.
10. In skating over thin ice safety lies in speed.

PRONOUNCING EXERCISE.

Pronounce: —

[Do not omit the sound of **d** in these words.]

sands,	builds,	hands,	grand'mother,
winds,	holds,	handful,	grand'father.

[Do not omit the sound of **t** in these words.]

tracts,	facts,	exactly,	hosts,
acts,	instructs,	boasts,	posts.

[Do not omit the sound of **h** in these words.]

which,	when,	white,	what,
while,	where,	wheat,	whether.

LESSON XCIV.

QUOTATION MARKS.

"Harry," said Herbert Green, "when are you going to try your new skates?"

"To-morrow," replied Harry. "Will you go with me?"

"Yes; where shall we go?" said Herbert.

"If we could get an early start," said Harry, "we might go down to Turner's Pond."

"All right," said Herbert; "I'll be ready."

Whose remark is repeated in the first sentence of this conversation? What did Herbert Green say? Give his exact words. What three words divide Herbert's question into two parts? How is each part enclosed?

Read Harry's reply. Give his exact words.

Whose words are repeated in the third remark?

When the words of one person are repeated by another, they are called **quotations.** The little marks [" "] that enclose the exact words used by another are called **quotation marks.**

Whose words are repeated in the fourth remark? What words divide this quotation into two parts? How are the words *said Harry* separated from the rest of the sentence?

Read the first part of the last quotation. Read the second part. By what is each part enclosed?

When the exact words of a person are repeated by another, they should be enclosed by quotation marks; as, *Agassiz once said, "I have no time to waste in making money."*

When a quotation is divided by other words, each part should be enclosed by quotation marks; as, *"The greatest of faults," says Carlyle, "is to be conscious of none."*

WRITTEN EXERCISE.

Write a short conversation between two girls about a picnic. Be careful to use quotation marks correctly.

LESSON XCV.

INDIRECT QUOTATIONS.

1. Robert said, "I will carry the basket."
2. Robert said that he would carry the basket.
3. Mr. Brown said to us, "Do not go through my field."
4. Mr. Brown said that we must not go through his field.

Read Robert's words in the first example. Whose remark is repeated in the second example? Are his exact words given?

When one person repeats the exact words of another, the quotation is called a **direct quotation.**

When one person tells what another has said, but does not use the speaker's exact words, the quotation is called an **indirect quotation.**

What kind of quotation do you see in the third example? What kind in the fourth example?

By what are the direct quotations enclosed? With what kind of letter does each begin? What mark is placed before each direct quotation?

The first word of a direct quotation should begin with a capital letter. If the quotation is short, it should be separated from the preceding part of the sentence by a comma; as, *The man said, "I have finished the work."*

An indirect quotation should not be enclosed by quotation marks, should not begin with a capital letter, and generally should not be separated from the preceding words by a comma; as, *The man said that he had finished the work.*

WRITTEN EXERCISE.

Copy the following sentences, and place quotation marks and commas wherever they are needed:—

1. Once more he cried Stop a minute.
2. Charles said that he had received a letter from his uncle.
3. Mother said Clara Green may I go down to the bridge with Edith Hope this afternoon?
4. Herbert says that we planted the seeds too deep.
5. Listen to this boys said she and hear what was done with your letter.
6. This is a pleasant day said Mr. Snow. Does it not make you happy Emily?

7. What did he say to you when he came by asked the officer.
8. He told me that he had to run to save his life.

9. Sisters and brothers, little maid,
How many may you be?
How many? Seven in all, she said,
And wondering looked at me.

LESSON XCVI.

STUDY OF SELECTION.

THE PIED PIPER OF HAMELIN.

I.

Hamelin Town's in Brunswick,
By famous Hanover city;
The river Weser, deep and wide,
Washes its wall on the southern side;
A pleasanter spot you never spied;
But, when begins my ditty,
Almost five hundred years ago,
To see the townsfolk suffer so
From vermin, was a pity.

II.

Rats!
They fought the dogs, and killed the cats,
And bit the babies in the cradles,
And ate the cheeses out of the vats,
And licked the soup from the cooks' own ladles,

Split open the kegs of salted sprats,
Made nests inside men's Sunday hats,
And even spoiled the women's chats,
By drowning their speaking,
With shrieking and squeaking
In fifty different sharps and flats.

III.

At last the people in a body
To the Town Hall came flocking:
"'Tis clear," cried they, "our Mayor's a noddy;
And as for our Corporation, — shocking
To think we buy gowns lined with ermine
For dolts that can't or won't determine
What's best to rid us of our vermin!"
At this the Mayor and Corporation
Quaked with a mighty consternation.

IV.

An hour they sat in council;
At length the Mayor broke silence:
"I wish I were a mile hence!
Oh for a trap, a trap, a trap!"
Just as he said this, what should hap
At the chamber door but a gentle tap?
"Bless us," cried the Mayor, "what's that?
Anything like the sound of a rat
Makes my heart go pit-a-pat!"
"Come in!" — the Mayor cried, looking bigger;
And in did come the strangest figure!

His queer long coat from heel to head
Was half of yellow and half of red;
And he himself was tall and thin,
With sharp blue eyes, each like a pin,
And light loose hair, yet swarthy skin,
No tuft on cheek nor beard on chin,
But lips where smiles went out and in.

v.

He advanced to the council-table:
And, "Please your honors," said he, "I'm able,
By means of a secret charm, to draw
All creatures living beneath the sun,
That creep, or swim, or fly, or run,
After me so as you never saw!
And I chiefly use my charm
On creatures that do people harm, —
The mole, and toad, and newt, and viper;
And people call me the Pied Piper.
If I can rid your town of rats
Will you give me a thousand guilders?"
"One? fifty thousand!" — was the exclamation
Of the astonished Mayor and Corporation.

vi.

Into the street the Piper stept,
And ere three shrill notes the pipe uttered,
You heard as if an army muttered;
And the muttering grew to a grumbling;
And the grumbling grew to a mighty rumbling;
And out of the houses the rats came tumbling.

Great rats, small rats, lean rats, brawny rats,
Brown rats, black rats, gray rats, tawny rats,
Grave old plodders, gay young friskers,
Fathers, mothers, uncles, cousins,
Cocking tails and pricking whiskers,
Families by tens and dozens,
Brothers, sisters, husbands, wives —
Followed the Piper for their lives.
From street to street he piped advancing,
And step for step they followed dancing,
Until they came to the river Weser,
Wherein all plunged and perished.

Read the first two stanzas. What is this poem about? Where is Hamelin? How is it situated?

From what did the people of Hamelin suffer? How did the rats annoy them?

Read the third and fourth stanzas. To whom did the people of Hamelin go for relief? What happened while the Mayor and Corporation sat in council? Describe the person that came in. Why do you think he was called the *Pied* Piper?

Read the fifth stanza. Whom did the stranger address? What did he say? What did the Mayor and Corporation say in reply?

Read the sixth stanza. Where did the Piper go? What took place when he blew his pipe? What did the rats do? What became of them?

WRITTEN EXERCISES.

I.

Give in your own words the meanings of the following words: —

spied,	ermine,	quaked,	sprat,	charm,
ditty,	hence,	ere,	chat,	guilder,
vermin,	tap,	ladle,	council,	swarthy.

II.

Write in your own words a description of the Pied Piper.

LESSON XCVII.

STUDY OF SELECTION.

THE PIED PIPER OF HAMELIN. — *Continued.*

VII.

You should have heard the Hamelin people
Ringing the bells till they rocked the steeple.
"Go," cried the Mayor, "and get long poles,
Poke out the nests and block up the holes!
Consult with carpenters and builders,
And leave in our town not even a trace
Of the rats!" —— when suddenly, up the face
Of the Piper perked in the market-place,
With a, "First, if you please, my thousand guilders!"

VIII.

A thousand guilders! The Mayor looked blue;
So did the Corporation too.
To pay this sum to a wandering fellow
With a gypsy coat of red and yellow!

"Beside," quoth the Mayor, with a knowing wink,
"Our business was done at the river's brink;
But as for the guilders, what we spoke
Of them, as you very well know, was in joke.
Besides, our losses have made us thrifty.
A thousand guilders! Come, take fifty!"
The Piper's face fell, and he cried,
"No trifling! I can't wait, beside!
And folks who put me in a passion
May find me pipe to another fashion."
"How?" cried the Mayor, "d'ye think I'll brook
Being worse treated than a cook?
You threaten us, fellow? Do your worst,
Blow your pipe there till you burst!"

IX.

Once more he stept into the street;
And to his lips again
Laid his long pipe of smooth straight cane;
And ere he blew three notes
Small feet were pattering, wooden shoes clattering,
Little hands clapping, and little tongues chattering,
And, like fowls in a farmyard when barley is scattering,
Out came the children running.
All the little boys and girls,
With rosy cheeks and flaxen curls,
And sparkling eyes and teeth like pearls,
Tripping and skipping, ran merrily after
The wonderful music with shouting and laughter.

X.

The Mayor was dumb, and the Council stood
As if they were changed into blocks of wood,
Unable to move a step, or cry
To the children merrily skipping by, —
And could only follow with the eye
That joyous crowd at the Piper's back.
But how the Mayor was on the rack,
And the wretched Council's bosoms beat,
As the Piper turned from the High Street
To where the Weser rolled its waters
Right in the way of their sons and daughters!
However, he turned from south to west,
And to Koppelberg Hill his steps addressed,
And after him the children pressed;
Great was the joy in every breast.
"He never can cross that mighty top!
He's forced to let the piping drop,
And we shall see our children stop!"
When lo! as they reached the mountain-side,
A wondrous portal opened wide,
As if a cavern was suddenly hollowed;
And the Piper advanced and the children followed,
And when all were in to the very last,
The door in the mountain-side shut fast.

ROBERT BROWNING. — *Abridged.*

What did the last lesson give an account of? Read the first stanza in this lesson. How did the people of Hamelin express their joy at their deliverance from the rats? What did the Mayor direct them to

do? In the midst of their rejoicings, who came to the market-place? What did he say?

Read the eighth stanza. How did the Mayor answer the Piper's demand for the thousand guilders? What reply did the Piper make? How did the Mayor receive his threat?

Read the ninth stanza. Where did the Piper go? What did he do? What took place? Describe the children.

Read the last stanza. What did the Mayor and Council do when they saw the children following the Piper? What became of the children?

WRITTEN EXERCISES.

I.

Use the following words in sentences of your own: —

steeple,	pole,	consult,	trace,	trifling,
joke,	thrifty,	losses,	threat,	flaxen,
dumb,	forced,	portal,	cavern,	advanced.

II.

1. *Write in a column the words used to describe the rats.*
2. *Write in a column the words used to describe the children.*
3. *Copy the last five lines in the ninth stanza, and commit them to memory.*

LESSON XCVIII.

COMPOSITION.

Write from memory the story of ***The Pied Piper of Hamelin.*** *Give the leading incidents of the story as clearly as you can.*

LESSON XCIX.

DICTATION EXERCISES.

I.

1. The boy turned to the belfry, clapped his hands, and shouted, "Ring! ring!"

2. Not far from the gateway, they came to a bridge.

3. Walter, who was slightly known to the artist, explained the object of their visit.

4. She said she had not looked into the box.

5. A celebrated writer says, "Take care of the minutes, and the hours will take care of themselves."

6. Ring out the old, ring in the new,
Ring, happy bells, across the snow:
The year is going, let him go;
Ring out the false, ring in the true.

TENNYSON.

II.

THE BIRDS' CHRISTMAS CAROL.

They have sweet Christmas music in Norway. It is a song in the air. On Christmas Eve, after the birds have gone to rest, the good people bring from their store-houses sheaves of corn and wheat, and tying them to slender poles, raise them from every spire, barn, gate-post, and gable. Then when the Christmas sun arises, every spire and gable bursts into sudden song. The children run out to hear the old church-spire singing, and the older people follow. The air is filled with the flutter of wings and is alive with carols of gladness.

PRONOUNCING EXERCISE.

Pronounce: —

[Do not omit the sound of **r** in these words.]

dark,	bark,	garden,	arms,	car,
hark,	harm,	warm,	are,	cart,
lark,	barn,	carpet,	far,	card,
large,	star,	market,	jar,	hard.

LESSON C.

ANALYSIS OF SENTENCES.

Give a brief analysis of the following sentences, thus: —

1. Tell the kind of sentence.
2. Name the subject and the predicate.
3. Tell what the subject consists of.
4. Tell what the predicate consists of.

Example I. — ***Two horsemen rode slowly up the hill.***

1. This is a simple declarative sentence.

2. The subject is *two horsemen*. The predicate is *rode slowly up the hill.*

3. The subject consists of the noun *horsemen*, modified by the adjective *two*.

4. The predicate consists of the verb *rode*, modified by the adverb *slowly*, and by the adverbial phrase *up the hill.*

Example II. — ***She turned the key, and the lid sprang back.***

This is a compound declarative sentence, consisting of two independent clauses connected by *and.*

I.

1. The subject of the first clause is *she*. The predicate of the first clause is *turned the key*.

2. The subject consists of the pronoun *she*.

3. The predicate consists of the verb *turned*, and of the object *key*, modified by *the*.

II.

1. The subject of the second clause is *the lid*. The predicate of the second clause is *sprang back*.

2. The subject consists of the noun *lid*, modified by *the*.

3. The predicate consists of the verb *sprang*, and of the abverb *back*.

Example III. — *The books that you ordered have come.*

This is a complex declarative sentence, consisting of one independent clause and one dependent clause.

I.

1. The subject of the entire sentence is *the books that you ordered*. The predicate of the entire sentence is *have come*.

2. The subject consists of the noun *books*, modified by *the*, and by the adjective clause *that you ordered*.

3. The predicate consists of the verb *have come*.

II.

1. The subject of the dependent clause is *you*. The predicate is *that ordered*.

2. The subject consists of the pronoun *you*.

3. The predicate consists of the verb *ordered*, and of the object *that*.

SENTENCES FOR ANALYSIS.

1. The soil of these islands is very fertile.
2. Their cottage stood on a small knoll.
3. The hunter carried a rifle on his shoulder.

4. Sponges are the skeletons of small marine animals.

5. He entered the room softly, but she heard his step.

6. A soft answer turneth away wrath, but grievous words stir up anger.

7. The sun was setting as they entered the village.

8. If you will listen, I will tell you the story.

9. They entered a broad pathway, which seemed to be very neatly kept.

10. Listen to that buzz of the loom, as the shuttle passes to and fro.

11. My life's beset, my path is lost,
The gale has chilled my limbs with frost.

12. When life is all sport, toil is the real play.

LESSON CI.

STUDY OF SELECTION.

THE OLD CLOCK ON THE STAIRS.

I.

Somewhat back from the village street
Stands the old-fashioned country-seat.
Across its antique portico
Tall poplar-trees their shadows throw;
And from its station in the hall
An ancient timepiece says to all, —
"Forever — never!
Never — forever!"

II.

Half-way up the stairs it stands,
And points and beckons with its hands
From its case of massive oak,
Like a monk, who, under his cloak,
Crosses himself, and sighs, alas!
With sorrowful voice to all who pass, —
"Forever — never!
Never — forever!"

III.

By day its voice is low and light;
But in the silent dead of night,
Distinct as a passing footstep's fall,
It echoes along the vacant hall,
Along the ceiling, along the floor,
And seems to say, at each chamber-door, —
"Forever — never!
Never — forever!"

IV.

Through days of sorrow and of mirth,
Through days of death and days of birth,
Through every swift vicissitude
Of changeful time, unchanged it has stood,
And as if, like God, it all things saw,
It calmly repeats those words of awe, —
"Forever — never!
Never — forever!"

v.

In that mansion used to be
Free-hearted Hospitality;
His great fires up the chimney roared;
The stranger feasted at his board;
But, like the skeleton at the feast,
That warning timepiece never ceased, —
"Forever — never!
Never — forever!"

VI.

There groups of merry children played,
There youths and maidens dreaming strayed;
O precious hours! O golden prime,
And affluence of love and time!
Even as a miser counts his gold,
Those hours the ancient timepiece told, —
"Forever — never!
Never — forever!"

VII.

From that chamber, clothed in white,
The bride came forth on her wedding night;
There, in that silent room below,
The dead lay in his shroud of snow;
And in the hush that followed the prayer,
Was heard the old clock on the stair, —
"Forever — never!
Never — forever!"

VIII.

All are scattered now and fled,
Some are married, some are dead;
And when I ask, with throbs of pain,
"Ah! when shall they all meet again?"
As in the days long since gone by,
The ancient timepiece makes reply, —
"Forever — never!
Never — forever!"

IX.

Never here, forever there,
Where all parting, pain, and care,
And death, and time shall disappear, —
Forever there, but never here!
The horologe of Eternity
Sayeth this incessantly, —
"Forever — never!
Never — forever!"

HENRY WADSWORTH LONGFELLOW.

What is this poem about? Read the first stanza. What is the first statement about? What kind of country-seat was it? Where did it stand? What is the subject of the next statement? What did the poplar trees do? What is a portico? What is the meaning of *antique?* What is the subject of the next statement? What is the meaning of *ancient?* From what place did the clock say something? To whom did it speak? What did it say? What does the sound of the last four words resemble?

Read the second stanza. What does the first line tell? What is the

clock said to do? From what place did the clock *point* and *beckon?* To what is the clock compared? How was it like a monk?

Read the third stanza. What does the first line tell? What does the remainder of the stanza tell? To what does *it* refer in the fourth line? Where did the voice of the clock echo? When did it echo? What is meant by the *dead* of night? To what is the sound compared in the third line? Where did the clock seem to speak? What did it say?

Read the fourth stanza. What is asserted of the clock in the fourth line? Through what had it stood unchanged? Whose sorrow and mirth are spoken of in the first line? What is the meaning of *vicissitude?* What does the sixth line tell? How did the clock repeat the words of awe?

Read the fifth stanza. What does this stanza tell? When are people said to exercise hospitality?

Read the sixth stanza. What does this stanza describe? What hours are so precious?

Read the seventh stanza. What do the first two lines tell? What does the remaining part of the stanza describe?

Read the eighth stanza. To whom does *all* refer? Of what is the second line explanatory? What question is asked in the fourth line? What does the timepiece reply?

Read the last stanza. Give the meaning of this stanza in your own words. What is the meaning of *horologe?* Of *incessantly?*

Who wrote this poem? What do you know about the author?

Copy the poem, and commit it to memory.

LESSON CII.

REVIEW.

1. *Write sentences containing the following words used as relative pronouns:—*

who, whose, whom, which, that.

2. *Write sentences containing the following words used as interrogative pronouns:—*

who, whose, whom, which, what.

3. *Write sentences containing—*

1. A phrase modifying a verb.
2. A phrase modifying the subject of a verb.
3. A phrase modifying the object of a verb.

4. *Write sentences containing—*

1. A clause modifying a verb.
2. A clause modifying the subject of a verb.
3. A clause modifying the object of a verb.

5. *Define a simple sentence, and give an example.*

6. *Define a compound sentence, and give an example.*

7. *Define a complex sentence, and give an example.*

8. *Write sentences illustrating the difference between a direct and an indirect quotation.*

9. *Write the uses of the Italicized words in the following:—*

"*I flew* to the pleasant fields *traversed* so *oft*
In *life's* morning march, *when* my bosom was young;
I heard *my own* mountain-goats *bleating aloft*,
And knew the sweet *strain that* the corn-reapers *sung*."

RULES FOR CAPITAL LETTERS.

I.

The first word of every sentence should begin with a capital letter.

II.

A proper noun should begin with a capital letter; as, *Herbert, London.*

NOTE. — When a proper name is made up of two or more words, each word should generally begin with a capital letter; as, *New York, Yale College.*

III.

Words derived from proper nouns should begin with capital letters; as, *Christian, Roman.*

IV.

The names of the days of the week and the names of the months should begin with capital letters; as, *Monday, June.*

V.

When a title is applied to an individual, or when it is used as part of a name, it should begin with a capital letter; as, *The Mayor of Chicago, President Lincoln, Aunt Mildred.*

VI.

The name of a religious body or of a political party, or of any special body of men, should begin with a capital letter; as, *Presbyterians, Democrats, Freemasons.*

VII.

Words naming particular things or events of special importance should begin with capital letters; as, *The Declaration of Independence, The Constitution of the United States.*

VIII.

The important words in the title of a book, of a newspaper, or of any other composition, should begin with capital letters; as, *Robinson Crusoe, Harper's Young People, My Trip to the Mountains.*

IX.

All names and titles of the Deity should begin with capital letters; as, *Lord, Creator, Father, The Supreme Being.*

X.

The pronoun *I* and the interjection *O* should be written with capital letters; as, *O father, I see a gleaming light!*

XI.

The first word of a direct quotation should begin with a capital letter; as, *He replied, "Kindness wins friends."*

XII.

The first word of every line of poetry should begin with a capital letter; as,—

"The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea,
The ploughman homeward plods his weary way,
And leaves the world to darkness and to me."

MARKS OF PUNCTUATION.

I.

A complete sentence, not interrogative or exclamatory, should be followed by a period.

II.

Every abbreviated word should be followed by a period; as, *Mr., Dr., Prof.*

III.

The title of a composition, the address of a person on a letter, and the signature to a letter or other document, should be followed by a period.

IV.

An interrogative sentence should be followed by the interrogation point; as, *Whither are you going?*

V.

An exclamatory word, phrase, or sentence should be followed by the exclamation point: as, *Hark! I hear footsteps. O noble judge! What a wonderful gift he possesses!*

VI.

Words or phrases in the same construction should be separated by commas; as, *The lowlands are hot, damp, and unhealthy.*

NOTE. — Two words in the same construction, or two short phrases connected by *and*, *or*, or *nor*, should not be separated by the comma; as, *He was brave and patriotic.*

VII.

A transposed phrase or clause should generally be separated from the rest of the sentence by a comma; as, *In a very short time, they had passed the spot. If we fail, you will be disappointed.*

NOTE. — If the phrase is closely united with the sentence, the comma is not used; as, *Beneath the window is a wooden bench.*

VIII.

An explanatory phrase should be separated from the rest of the sentence by a comma or commas; as, *Milton, the great English poet, was blind.*

IX.

Words, phrases, or clauses placed between closely related parts of a sentence should be separated from the rest of the sentence by commas; as, *It was, in fact, the only thing to do.*

X.

The members of a compound sentence, when short and closely connected, should be separated by the comma; as, *We found the box, but it was empty.*

XI.

When the members of a compound sentence are subdivided by the comma, they are usually separated by the semicolon; as, *The little brook ran along, pausing here to form a pool; and then it hurried onward, as if in haste to reach the lake.*

XII.

Every direct quotation should be enclosed by quotation marks. When the quotation is divided by other words, each part should be enclosed by quotation marks; as, "*The greatest of faults,*" *says Carlyle,* "*is to be conscious of none.*"

XIII.

If a quotation is short and not formally introduced, it should be separated from the preceding part of the sentence by a comma; as, *Agassiz once said,* "*I have no time to waste in making money.*"

XIV.

When a quotation is formally introduced by ***thus, as follows, these words,*** or some similar expression, it should be preceded by a colon; as, *Agassiz replied as follows:* "*I have no time to waste in making money.*"

XV.

The name of a person addressed should be separated from the rest of the sentence by a comma or commas; as, *Where are you going, Paul? Come, Frank, the boat is ready.*

RULES FOR PLURALS.

I.

Add *s* to the singular of most nouns, to form the plural; as, *bird, birds; paper, papers.*

II.

When the singular ends in a sound that does not unite easily with the sound of *s*, some nouns add *es* to the singular, to form the plural; as, *glass, glasses; box, boxes; watch, watches; dish, dishes.*

III.

Some nouns ending in *f* or *fe*, change *f* or *fe* to *ves*, to form the plural; as, *leaf, leaves; knife, knives.*

IV.

Some nouns ending in *y*, change *y* to *ies*, to form the plural; as, *fly, flies; city, cities; army, armies.*

V.

When a noun ends in *y*, if *a*, *e*, or *o* comes before the *y*, add *s* to the singular, to form the plural; as, *day, days; journey, journeys; toy, toys.*

VI.

Some nouns form their plurals in irregular ways; as, *man, men; mouse, mice; child, children.*

VII.

Some nouns have the same form in the singular and in the plural; as, *sheep, deer, trout, cannon.*

RULES FOR POSSESSIVES.

I.

Add the apostrophe (') and *s* to a singular noun, to form the possessive; as, *day, day's; sister, sister's.*

II.

Add the apostrophe (') to a plural noun ending in *s*, to form the possessive; as, *days, days'; sisters, sisters'.*

III.

Add the apostrophe (') and *s* to a plural noun not ending in *s*, to form the possessive; as, *women, women's; children, children's.*

Part Fourth.

LESSON I.

THE PARTS OF A LETTER.

A Letter is made up of five parts. (See Form on next page.)

If a letter fills a page or more, it should begin about an inch and a half from the top of the page. But if it occupies only a few lines, it should begin lower down, so that the margins above and below the letter may be about equal. The first line of the heading should begin a little to the left of the middle of the page.

A margin should be left on the left-hand side of each page. The width of this margin should be about one-quarter of an inch on note-paper, and about half an inch on large letter-paper.

The address is usually placed at the beginning of a business letter and at the close of a familiar letter.

When the address is placed at the close of a letter, the salutation should begin at the marginal line, on the first line below the heading, and the body of the letter should begin at the end of the salutation, on the first line below.

WRITTEN EXERCISE.

1. *Copy on note-paper the following letter-form. Leave on the left-hand side of each page a margin one-quarter of an inch wide,*

[HEADING.]

Santa Barbara, Cal.,

Dec. 6, 1889.

[SALUTATION.]

My dear Brother,—

[BODY OF LETTER.]

[CONCLUSION.]

Your loving sister,

Grace E. Holmes.

[ADDRESS.]

Mr. Frank S. Holmes,

Madison, Wis.

and arrange the different parts as they are arranged in the model given.

2. *Write a letter-form similar to the one given in this lesson, using in it your own name and address, and the name and address of one of your friends. Draw dotted lines to represent the body of the letter.*

LESSON II.

THE HEADING.

The Heading of a letter shows where the letter was written and when it was written.

If the letter is written from a city, the heading should contain the number of the house, the name of the street, the name of the city, and the name of the state.

NOTE. — Sometimes the number of the post-office box is used instead of the number of the house and the name of the street.

If the letter is written from a small town, the heading should contain not only the name of the town and the name of the state, but the name of the county also.

If the letter is written from a large school, from a hotel, or from any well-known institution, the name of the institution may take the place of the street and number.

The heading should begin about an inch and a half from the top of the page, and a little to the left of the middle. If the heading is short, it may be written on one line. If it occupies two or three lines, the second line should begin a little farther

to the right than the first, and the third line should begin a little farther to the right than the second.

FORMS OF HEADING.

1.

Rutland, Vermont, May 3, 1894.

2.

Lenox, Berkshire Co., Mass.,
March 2, 1876.

3.

116 Martin St., Milwaukee, Wis.,
Feb. 22, 1887.

4.

P.O. Box 725, Denver, Col.,
Sept. 25, 1890.

5.

Vassar College,
Poughkeepsie, N.Y.,
Dec. 13, 1889.

Mention the different items in each heading. What mark is used to separate those parts? What mark is placed at the close of each heading?

Separate by commas the different items in the heading, and place a period at the close of the heading.

NOTE. — If any of the words in the heading of a letter are abbreviated, the different items must be separated by commas the same as if the words were written in full. A period must be placed after each abbreviation.

Do not omit the name of the state from the heading of a letter; thus, not *Springfield, July* 24, 1888.

Do not abbreviate the name of a city; not *N. Y.* for *New York.*

Do not abbreviate the distinguishing word in the name of a county; thus, not *Scho. Co.* for *Schoharie Co., Wash. Co.* for *Washington Co.*

Do not write *st, d,* or *th* after the number denoting the day of the month, when that number is immediately followed by the number denoting the year; not *Jan.* 1st, 1876, for *Jan.* 1, 1876; *May* 3d, 1870, for *May* 3, 1870; *Dec.* 25th, 1885, for *Dec.* 25, 1885.

WRITTEN EXERCISES.

I.

1. *Copy the foregoing Headings. Be careful to arrange the different parts as they are arranged in the forms given.*

II.

Write heading for letters from the items given below. Arrange the items like those in the foregoing forms.

1. Austin, Texas, May 3, 1883.
2. 839 Wabash Avenue, Chicago, Illinois, November 15, 1880.
3. Cooperstown, Otsego County, New York, August 26, 1874.

4. Yale College, New Haven, Connecticut, February 22, 1891.
5. P.O. Box 947, Philadelphia, Pennsylvania, January 17, 1896.

III.

Write a heading for a letter to be sent from your home to-day.

LESSON III.

THE SALUTATION.

The Salutation consists of the opening words of respect or affection.

FORMS OF SALUTATION.

To relatives or friends —

Dear Father,—
My dear Mother,—
My dear Sister,—
Dear Edward:—
My dear Clara,—
Dear Uncle Henry,—
Dear Miss Edwards,—
Dear Mr. Harper:—

To strangers —

Madam:—
Sir:—
Dear Madam:—
Dear Sir:—
Sirs:—
Gentlemen:—

With what kind of letter does each salutation begin? Mention the words that are used for the names of the persons addressed. By what marks are some of the salutations followed? By what are others followed?

When the words *father, mother, sister, cousin,* etc., are used in the salutation of a letter, they should begin with capital letters.

The salutation may be followed by a comma and a dash, or by a colon and a dash.

NOTE. — Some writers do not use the dash in the salutation unless the body of the letter begins on the same line as the salutation.

When the address is placed at the close of a letter, the salutation should begin at the marginal line, on the first line below the heading; but when the address is placed at the beginning of a letter, the salutation should be placed on the first line below the address. (See p. 188, and pp. 196 and 197, Ex. 1 and 2.)

WRITTEN EXERCISES.

I.

Copy the foregoing Forms of Salutation.

II.

Write a salutation for a letter to

1. Your mother or your guardian.
2. A lady who is a stranger.
3. A gentleman who is a stranger.
4. A business firm.
5. Your teacher.
6. Your aunt.
7. One of your classmates.
8. Your cousin.

LESSON IV.

THE CONCLUSION.

The Conclusion of a letter is made up of the closing words of respect or affection and the signature of the writer.

FORMS OF CONCLUSION.

1.

_____.

Lovingly yours,

Alice L. Martin.

2.

_____.

Most sincerely yours,

George H. Reynolds.

3.

_____.

Your loving daughter,

Fanny S. Austin.

4.

_____.

Respectfully yours,

Charles R. Thompson.

With what kind of letter does each conclusion begin? What mark separates the closing words from the name of the writer? What mark is placed after the signature?

The first word of the conclusion should begin with a capital letter.

The closing words should be separated from the signature of the writer by a comma.

A period should be placed after the signature of the writer.

Some of the forms used in closing familiar letters are —

Your friend.	Your affectionate father.
Lovingly yours.	Your loving son.
Affectionately yours.	Ever yours.
Most sincerely yours.	Very sincerely.

The most common forms for closing business letters are —

Yours respectfully.	Yours truly.
Respectfully yours.	Very truly yours.
Yours very truly.	Very respectfully yours.

When the words, *sister, brother, friend,* etc., are used in the conclusion of a letter, they should begin with small letters. (See Form 3, p. 194.)

WRITTEN EXERCISES.

I.

Copy the foregoing Forms of Conclusion.

II.

1. *Write five different forms for closing familiar letters.*
2. *Write five different forms for closing business letters.*

LESSON V.

THE ADDRESS.

The address is made up of the name, the title, and the residence or place of business of the person written to.

NOTE. — If the letter is an important one, the address should contain not only the name of the place where the letter is to be sent, but the street and number, the county, or such other items as make up the full address. But in ordinary letters the name of the city or town and the name of the state will be sufficient. Many persons omit the address altogether in familiar letters.

In business letters, the address of the person written to is usually placed at the beginning of the letter; but in letters to relatives or intimate friends, it is written at the close of the letter. When the address is placed at the beginning of a letter, it should begin at the marginal line, on the first line below the heading (see Business Letter, p. 203); but when it is placed at the close of a letter, it should begin at the marginal line, on the first line below the signature (see p. 188).

FORMS OF ADDRESS.

1. — Business Letter.

Rev. John S. Howard,
Portland, Me.

Dear Sir: — Your favor of Feb. 27th, requesting us, etc.

2.—Business Letter.

Messrs. D. C. Heath & Co.,
5 Somerset Street,
Boston, Mass.
Gentlemen:—In reply to yours of the 28th inst., etc.

3.—Familiar Letter.

Your loving daughter,
Edith L. Brown.
Dr. Lansing N. Brown,
Ann Arbor, Mich.

Mention the different items in each address and tell how those parts are separated. What mark is placed at the close of each address?

Separate the different parts of the address by commas, and place a period at its close.

Do not forget to use a title when writing a person's address. Some of the most common titles used in addresses are —

I. — Before the Names of Persons.

Mrs.,*	Miss,	Mr.,	Rev.,	Prof.,
Master,	Misses,	Messrs.,	Dr.,	Hon.

Prefix *Mrs.* to the name of a married woman; *Miss* to the name of an unmarried woman; *Mr.* to the name of a man who has no higher title; and *Master* to the name of a boy. In writing to two or more gentlemen, use the title *Messrs.*; to two or more young ladies, the title *Misses*. Prefix *Rev.* to the name of a clergyman, or *Rev. Mr.* if the Christian name is not known; *Dr.* to the name of a physician; *Prof.* to the name of one who has been elected to a professorship in a college or other institution of learning; and *Hon.* to the name of a cabinet officer, a member of Congress, a judge, a mayor, and to the names of some others of similar rank.

Note. — When a lady writes to a stranger, she should prefix *Miss* or *Mrs.* to her name, so that the person who answers the letter may know how to address the reply.

II. — After the Names of Persons.

Esq.,*	M.D.,	D.D.,
A.M.,	Ph.D.,	LL.D.

Esq. is added to the name of a member of the legal profession, and to the names of civil officers not entitled to the prefix *Hon.* *A.M.*, *M.D.*, *Ph.D.*, *D.D.*, and *LL.D.* are titles conferred by universities, colleges, or other institutions of learning.

Do not prefix *Mr.* to a name when *Esq.*, *A.M.*, or some similar title is added to the name; and do not prefix *Dr.* to a name

* The meanings of these titles are given in the list of abbreviations on pages 332–336.

that is followed by one of the titles, *M.D.*, *Ph.D.*, *D.D.*, or *LL.D.*; thus, not *Dr. John Brown, M.D.*, but *Dr. John Brown*, or *John Brown, M.D.* Not *Rev. Dr. Henry S. White, D.D.*, but *Rev. Dr. Henry S. White*, or *Rev. Henry S. White, D.D.*

WRITTEN EXERCISE.

Write addresses to be used in letters for—

a married lady,	a boy,	a clergyman,
an unmarried lady,	an editor,	a physician,
a member of Congress,	a business firm,	a lawyer.

LESSON VI.

THE BODY OF A LETTER.

The Body of a letter usually begins at the end of the salutation, on the first line below it (see p. 188); but when the address and salutation together occupy more than two lines, the body of the letter may begin on the same line with the salutation. (See pp. 196 and 203.)

Adapt the style of the letter to the subject. In writing to relatives or to intimate friends, be unreserved — write as you would talk if your friends were present. In writing to superiors or to strangers, be respectful.

Begin at once with what you wish to say, and when you have finished do not try to think of something to fill the sheet, but add the closing words of respect or affection, and sign your name.

Do not write a succession of short sentences with the subjects

omitted; as, *Had a pleasant journey. Found my friends well. Shall expect to hear from you soon.*

Do not begin a new paragraph under the last word of the preceding paragraph, but leave a space the width of the margin at the beginning of the first line in every paragraph, except the first.

Do not rule a line for the margin of a letter.

When you use the letters *st*, *d*, or *th* after the day of the month, do not write them above the line, but on the line; as, *Dec.* 16*th*, not Dec. 16^{th}.

Do not place periods after 1*st*, 2*d*, 3*d*, 4*th*, etc.

Do not place two periods at the close of a sentence when the last word is abbreviated; as, *His address is Springfield, Ill.* Not, *His address is Springfield, Ill.*.

Do not forget to enclose a postage stamp when you write requesting an answer for your own benefit.

Do not send a letter carelessly written. Pay particular attention to penmanship, capital letters, and marks of punctuation.

WRITTEN EXERCISES.

I.

Write a letter to one of your cousins or to some other friend, describing your school. Tell the number of pupils, the number of teachers, and such other things about the school as interest you most.

Follow the form given on page 188. *Give your full address in the heading, and sign your own name to the letter.*

II.

Suppose you are away from home attending school. Write a letter to some member of your family, requesting to have some article that you need sent to you.

LESSON VII.

THE SUPERSCRIPTION.

The address on the envelope is called the Superscription.

FORMS OF SUPERSCRIPTION.

STAMP.

Miss Elizabeth S. Howard,
95 Front Street,
Binghamton,
New York.

STAMP.

Rev. Henry M. Porter, D.D.,
Norwalk,
P.O. Box 317. *Conn.*

Write the first line of the address near the middle of the envelope, making the right and left margins equal. Begin each of the other lines a little farther to the right than the preceding line.

Do not rule the envelope with a pin, or with a pencil, even if you erase the mark.

Be careful not to address the envelope upside down. Write the address so plainly that it cannot be misunderstood.

Place the stamp at the upper right-hand corner of the envelope.

To fold a sheet of ordinary note-paper so that it will fit an envelope a little longer than the width of the sheet, lay the sheet before you with the first page up, and the double edge toward your left hand. Then turn the lower third of the sheet up, fold the upper third down over this, and press the folds.

If a large square envelope is used, only one fold should be made. Place the sheet before you in the manner described, turn the lower part of the sheet up until the lower and upper edges meet, and press the fold.

Insert the letter in the envelope in such a manner that it may be right side up when it is taken from the envelope and unfolded.

WRITTEN EXERCISE.

1. *Copy on envelopes the foregoing superscriptions.*

2. *Write on envelopes the superscriptions of letters to be sent to —*

1. Your father or guardian.
2. One of your classmates.
3. Your teacher.
4. A business firm.
5. Your uncle in a distant city.

LESSON VIII.

A BUSINESS LETTER.

FORM OF BUSINESS LETTER.

619 Campbell St., Louisville, Ky.,
December 23, 1889.

Messrs. Harper & Brothers,
Franklin Square, New York.

Sirs:—Enclosed is a money order for two dollars ($2), for which please send to my address a copy of "Harper's Young People" for one year, beginning with the next number.

Yours respectfully,
James E. Turner.

What is the first thing spoken of in the body of the letter? What does the letter ask to have sent? Where is it to be sent? When is the subscription to begin?

Copy the foregoing letter. Pay particular attention to capital letters, marks of punctuation, and arrangement of the different parts.

LESSON IX.

LETTERS ORDERING PERIODICALS.

I.

Write a letter ordering "St. Nicholas," "Youth's Companion," "Wide Awake," or some other magazine or paper that you would like to take.

Use your own name and address in the letter, and write as carefully as if the letter were to be sent.

II.

Write a letter ordering some newspaper that is published near your home.

LESSON X.

CHANGE OF ADDRESS.

Suppose you are a subscriber for some magazine or paper, and that you wish to have the address changed. Write to the publishers and request to have the paper sent to your new address. Mention in your letter the name of the periodical, and give the old address as well as the new.

LESSON XI.

LETTERS ORDERING BOOKS.

Hartford, Conn., Sept. 7, 1885.

Messrs. Houghton, Mifflin, & Co.,
4 Park Street,
Boston, Mass.

Gentlemen: — Please send me, by the American Express, the following books: —

1 Hawthorne's Twice-Told Tales, School Edition.
1 Uncle Tom's Cabin, Popular Edition.
1 American Prose, cloth.
2 doz. Longfellow Leaflets.
2 doz. Whittier Leaflets.

Please send the bill by mail.

Yours respectfully,
E. D. Read.

NOTE. — If you are ordering books that are published in various styles, state in your order not only the title of the book, but also the edition and style of binding that you prefer. It is well to state also the author's name.

WRITTEN EXERCISE.

1. *Copy the foregoing letter.*

2. *Think of some book that you would like to own, and write to the publishers and order the book.*

3. *Write to the publishers of your Reader or of your Geography, and order a sufficient number of copies of the book to supply your class.*

LESSON XII.

MISCELLANEOUS ORDERS.

1. *Write to William Gray, Canton, N.Y., ordering the following seeds to be sent, by mail, to your address:* —

1 pkg. Pansy, light blue, 15 cts.; 1 pkg. Pansy, King of the Blacks, 15 cts.; 1 pkg. Verbena, scarlet, 20 cts.; 1 pkg. Verbena, mixed varieties, 20 cts.; 1 pkg. Sweet Mignonette, 5 cts.; 1 oz. Sweet Peas, mixed colors, 10 cts.

Follow the form given in the last lesson.

2. *Write a letter to some business firm that you know, ordering goods of some kind. State clearly the number and kind of articles that you want, and tell how you wish them sent.*

LESSON XIII.

MISCELLANEOUS APPLICATIONS.

Frankfort, Ind., July 17, 1887.

Rev. Joseph Cummings, D.D., LL.D.,
President of the Northwestern University,
Evanston, Ill.

Sir: — Please send me a copy of your last catalogue, and oblige.

Respectfully yours,
Albert Raymond.

Who is addressed in this letter? How many titles are added to his

name? What marks separate those titles from the remainder of the address and from each other?

WRITTEN EXERCISE.

1. *Copy the letter at the head of this lesson.*

2. *Write to the principal of some large school asking for a circular of the school.*

3. *Write to a dry goods firm for samples of goods. Tell what kind of goods you wish.*

LESSON XIV.

BILLS.

1.

Chicago, Nov. 1, 1884.

Mr. Lyman Gilbert,

Bought of Smith & Howard.

50 lbs. Coffee Sugar,	@ 8¢	$ 4	00
10 lbs. Java Coffee,	" 35¢	3	50
4 lbs. Oat Meal,	" 5¢		20
8 doz. Eggs,	" 20¢	1	60
4 gals. Molasses,	" 70¢	2	80
50 lbs. Butter,	" 25¢	12	50
2 doz. Lemons,	" 15¢		30
		$24	90

Received Payment,

Smith & Howard,

per Scott.

When a bill is paid, the person to whom the money was due gives a receipt, or writes "Received Payment," and signs his name. The latter is called *receipting a bill.*

When a clerk receipts a bill, he signs the name of his employer, and then writes his own name below. In the example above, a clerk named *Scott* receipted the bill for his employers.

What should be written first in a bill? Where should the name of the person that buys the articles be written? Where should the name of the person or firm that sells the articles be written? How are the names of the articles written?

2.

Philadelphia, April 23, 1885.

Miss Helen R. White,

To Margaret D. Harris, Dr.

1885				
Mar.	3	1 Mozart Sonata	$	50
"	9	1 Haydn Sonata		75
"	19	1 Nocturno, Zimmermann		50
Apr.	3	1 Songs without Words, Mendelssohn	1	00
"	9	1 Rondo, Beethoven		35
"	23	1 Term Instruction	20	00
			$23	10

Received Payment,

Margaret D. Harris.

Of what is the second bill a record? Where are the different items placed? Where are the dates written? What words should not be written until the bill is paid?

WRITTEN EXERCISE.

Rule paper as in the models given, and copy the two bills.

LESSON XV.

BILLS.

WRITTEN EXERCISES.

I.

Herman Fuller bought the following articles of Bell and Norton, Minneapolis, Minn., Dec. 17, 1883: 1 Saddle @ $15; 1 Bridle @ $5; 1 Riding Whip @ $2; 2 pairs Skates @ $2.50; 2 Pocket Knives @ $.75; 1 Hatchet @ $1.25.

Make out the bill, and receipt it in your own name as clerk.

II.

Mrs. Harriet West of Buffalo, N.Y., made a dress for Mrs. Orlando Foster. She furnished the following articles: $2\frac{1}{2}$ yds. French Silesia @ 22¢; 7 yds. Cambric @ 6¢; 2 doz. Buttons @ $1.00; 3 Whalebones @ 10¢; Braid, Silk, and Twist, 40¢. She charged $10 for making the dress.

Make out a receipted bill, dated May 10, 1887. *Follow the Form given in Lesson XIV.*

LESSON XVI.

RECEIPTS.

A written acknowledgment of money or goods received is called a Receipt; as, —

1.

$60\frac{72}{100}$. Baltimore, Md., Mar. 1, 1888.

Received from George S. Abbott Sixty and $\frac{72}{100}$ Dollars, to balance account.

M. J. Blair.

2.

$30. Chicago, June 1, 1887.

Received from Helen M. Crawford Thirty Dollars, for board to this date.

Mrs. C. K. Wright.

When is a receipt given? By whom is it signed? In how many places is the amount written? How is it written? Why is it written twice?

For what purpose was the first sum paid? What is meant by "balancing" an account?

WRITTEN EXERCISES.

I.

Copy the foregoing receipts. Be careful to arrange the different parts like those in the models given.

II.

Suppose Walter D. Moore rents a house that you own. On

the first day of this month he paid you thirty dollars for rent of house to that time.

Write a receipt for the amount received. Follow the Forms given in this lesson.

III.

Look at the bills in Lesson XIV., and write the two receipts that might have been given in place of the receipted bills.

LESSON XVII.

ADVERTISEMENTS FOR ARTICLES LOST.

LOST. — On Saturday afternoon, between the Commercial Bank and the Post Office, a small black morocco pocket-book, containing a check on the Commercial Bank and one or two dollars in silver. The finder will be suitably rewarded upon leaving the article at 714 Broadway.

What was lost? What does the phrase *on Saturday afternoon* tell? What does the second phrase tell? What words describe the pocket-book? What did the pocket-book contain? Where was the finder requested to leave the article?

When you write an advertisement about an article that is lost, describe the article so clearly that it may be known from your description.

WRITTEN EXERCISE.

Suppose you have lost one of the articles named below. Write an advertisement about the lost article, to be inserted in one of the papers in your town.

bracelet, knife, dog, horse.

LESSON XVIII.

ADVERTISEMENTS FOR ARTICLES FOUND.

FOUND. — In Main Street, last Friday morning, a watch. The owner can have the article by calling at this office, proving the property, and paying for this notice.

What article was found? Where was it found? When was it found? What is meant by *proving the property?*

When you write an advertisement about an article that has been found, do *not* describe the article fully, lest the wrong person should claim it.

WRITTEN EXERCISE.

Suppose you have found one of the things named below. Write a notice for a paper, advertising the article.

muff, coat, bank-book, travelling-bag.

LESSON XIX.

ADVERTISEMENTS FOR HELP.

1.

WANTED. — A neat, strong girl for general housework; must understand cooking; references required. Apply at 189 West 57th Street.

2.

WANTED. — A bright, active, honest boy for office-work.

Apply by letter, stating age and giving references. Address Dr. L. B. Porter, P. O. Box 1247, New York.

What is the first advertisement for? What qualifications must the girl have? How is the applicant expected to apply?

What is the second advertisement for? How is the applicant to apply?

WRITTEN EXERCISES.

1. *Copy the foregoing advertisements.*

2. *Write an advertisement asking for a woman or a girl to take care of young children. Mention some of the qualities that the applicant must possess.*

3. *Write a letter in answer to the second advertisement above. Give for reference the name of your teacher.*

NOTE. — Do not forget the proper form for the heading, the address, and the other parts. Remember that a neat, well-written letter, sent in answer to an advertisement, will aid the applicant in securing the desired position.

LESSON XX.

ADVERTISEMENTS FOR SITUATIONS.

WANTED. — By a young man, a situation as coachman; understands the care of horses and is a careful driver; good references. Address F. B., 325 Third Avenue.

Who advertises for a situation? What situation does he wish? What does the writer say he can do?

WRITTEN EXERCISE.

1. *Write an advertisement for a situation as gardener.*

2. *Write an advertisement for a situation as cook.*

3. *Write an advertisement for a situation as janitor.*

4. *A dressmaker wishes to go out by the day. Write an advertisement for her.*

LESSON XXI.

NOTICES OF PUBLIC MEETINGS.

The annual meeting of the Woman's Foreign Missionary Society will be held at the Fourth Presbyterian Church on Tuesday, the 25th inst., at 3 o'clock P.M.

Of what meeting is this a notice? Where is it to be held? When is it to be held?

WRITTEN EXERCISES.

I.

Rev. William Howard, D.D., will deliver a lecture on Temperance at some church or hall in your place. Write a notice of the lecture.

II.

Some society in your place is to hold an annual meeting for the election of officers. Write a notice of the meeting.

III.

Your school is to have public exercises. Write a notice telling where and when the exercises are to be held.

IV.

Write public notices similar to those you heard read from the pulpit last Sunday.

LESSON XXII.

TELEGRAPHIC DESPATCHES.

1. *Write from the items given below, telegraphic despatches of not more than ten words each.*

NOTE. — Do not count the words in the addresses nor in the signature.

1.

Hanover, N.H., Dec. 17, 1889.

Mrs. G. W. Hall,
Rutland, Vt.

I shall not reach home to-night, on account of a railroad accident. No one is injured.

G. W. Hall.

2.

Ithaca, N.Y., March 18, 1887.

Mr. H. R. Raker,
Omaha, Neb.

The house is sold, and possession is to be given on May 1st. I have written you full particulars.

R. S. Allen.

3.

Baltimore, Md., Dec. 18, 1884.

To the Passenger Agent of the
Delaware, Lackawanna, and Western Railroad,
285 Broadway, New York.

Please reserve for me a lower berth in the sleeping-car that leaves New York for Oswego on Friday, the 23d inst.

S. T. Norton.

2. *Write five telegraphic despatches to be sent by you to-day.*

LESSON XXIII.

INVITATIONS.

Invitations are usually written in the third person; thus —

FORM OF INVITATION.

Mr. and Mrs. Edward Stanley request the pleasure of Mr. George King's company at dinner, on the evening of Tuesday, June 24th, at six o'clock.

927 Oak Avenue,

Friday, June 13th.

The form of the answer should correspond to the form of the invitation, as in the following examples: —

1. — Acceptance.

Mr. George King accepts with pleasure Mr. and Mrs. Edward Stanley's kind invitation for Tuesday evening, June 24th.

314 Walnut Street, June 14th.

2. — Regret.

Mr. George King regrets that, on account of a previous engagement, he is unable to accept Mr. and Mrs. Edward Stanley's kind invitation for Tuesday evening, June 24th.

Saturday, June 14th.

WRITTEN EXERCISES.

I.

Copy on note-paper the foregoing forms. Begin the first line, and also the address or date, a little farther to the right than the other lines.

II.

1. *Write an invitation to dinner from Mr. and Mrs. Luther Brown to Miss Julia Reed.*

2. *Write an answer, accepting the invitation.*

3. *Write an answer, declining the invitation. Give a reason for declining.*

Part Fifth.

SUPPLEMENTARY LESSONS.

LESSON I.

(Review Lessons I. and II.*)

KINDS OF SENTENCES.

What is a sentence? Name and define the four kinds of sentences. How many parts has each sentence? What are these parts called? What does each part do? Where is the subject of a declarative sentence usually placed? Give an example of a declarative sentence in which the predicate is placed first. How can the sentence, "They are here," be changed to an interrogative sentence? What is the subject of an imperative sentence? When the subject of an imperative sentence is expressed, where is it placed?

Read each of the following sentences, tell whether it is declarative, imperative, interrogative, or exclamatory, and name its subject and its predicate: —

1. Her voice was soft and gentle.
2. Who is the happy warrior?
3. Make a proper use of your time.
4. Is the night chilly and dark?
5. What a beautiful gift is this!
6. Smack went the whip.

* All directions of this kind refer to lessons in Part Third.

7. The stormy March has come at last.
8. Prefer knowledge to wealth.
9. The scenes of my childhood are dear to my heart.
10. How are the mighty fallen!
11. Cleanse thou me from secret faults.
12. Half-way up the stairs it stands.
13. Amidst the storm they sang.
14. Halt!
15. Where shall rest be found?

WRITTEN EXERCISES.

I.

Write a declarative sentence about —

coal,	wheat,	iron,	rivers,	canals,
gas,	camels,	buffaloes,	March,	October.

II.

Write an imperative sentence about —

a chair,	the moon,	a stranger,	a house,
a door,	a letter,	a book,	a boat.

III.

Write an interrogative sentence about —

a watch,	a mountain,	a book,	California,
beavers,	seals,	Canada,	Africa.

IV.

Write an exclamatory sentence about —

the moonlight,	the sunshine,	a rose,
a book,	a lesson,	a street.

LESSON II.

KINDS OF NOUNS.

(Review Lessons III. and IV.)

What is a noun? Into what two classes are nouns divided? Define each class and illustrate by example. With what kind of letter should a proper noun begin?

Tell what is named by each italicized word in these sentences: —

1. The *army* crossed the river.
2. The *committee* could not agree.
3. One *swarm* left the hive.

A noun that names a collection of persons or things is called a **collective noun.**

Sometimes we think of a quality or condition of a thing, apart from the thing itself; as, —

1. The *brightness* of the sun.
2. The *strength* of the lion.
3. The *illness* of the child.
4. The *truth* of the statement.

A noun that names a quality or condition of a thing is called an **abstract noun.**

A single letter or a combination of words may be used as a noun; thus, —

1. Give *a* the long sound.
2. Have you read the *Lady of the Lake?*

EXERCISE I.

Mention the nouns in these sentences, tell what each names, and what kind of noun it is : —

1. The robin and the wren are flown.
2. On Thursday, the second of July, he again entered the city.
3. Listen, my children, and you shall hear
   Of the midnight ride of Paul Revere.
4. It must have required more courage to sign the Declaration of Independence than to fight the enemy in battle.
5. The English army landed on an island, a few miles below Quebec.
6. They put entire confidence in his courage, wisdom, and integrity.
7. The congregation joined heartily in the singing.
8. He had not where to lay his head.
9. He giveth His beloved sleep.
10. Ring out the old, ring in the new.
11. But on the hill the golden-rod, and the aster in the wood,
    And the yellow sun-flower by the brook in autumn beauty stood.
12. Heart, lungs, and brain play on through all the thousand nights of sleep.
13. 'Tis the middle of night by the castle clock.
14. Industry, honesty, and temperance are essential to happiness.

A noun made up of two or more words put together is called a **compound noun**; as, *steamboat, son-in-law.*

When a compound word is made up of two simple words accented as a single word, it is usually written without the hyphen; as, *railroad, sunlight, bedroom.*

Compound words like the following are usually written with the hyphen: *vice-president, step-mother, dining-room, canal-boat.*

EXERCISE II.

Tell what each word is composed of, and how the principal word is modified: —

blackbird,	grandfather,	daylight,
raindrop,	father-in-law,	Englishman,
major-general,	half-barrel,	man-servant,
sailor-boy,	blackberry,	seashore.

WRITTEN EXERCISES.

I.

Write sentences using the following words as the subjects of verbs: —

curtain,	Congress,	Longfellow,	Florida,
Washington,	moon,	regiment,	beauty,
honesty,	flock,	speed,	Friday.

II.

Use the following words in sentences. Be careful to use or omit the hyphen, as in the examples given: —

vice-president,	step-mother,	half-dollar,
starlight,	steamboat,	dewdrop,
workman,	candle-light,	tombstone,
printing-office,	needlework,	twenty-five.

LESSON III.

NUMBER FORMS OF NOUNS.

(Review Lesson XLI.)

I.

How many forms have nouns to express number? What are they called? State six different ways of forming the plural of nouns, and illustrate by examples.* Mention three nouns that have the same form in both numbers.

II.

Make a list of the nouns below whose plurals are formed by adding *s*, and a second list of those whose plurals are formed by adding *es*. Learn these forms: —

pianos,	lassos,	potatoes,	volcanoes,
mosquitoes,	negroes,	echoes,	cameos,
heroes,	solos,	mottoes,	twos,
portfolios,	porticos,	cargoes,	tomatoes,
torpedoes,	vetoes,	buffaloes,	mementos.

III.

Tell how these compound nouns form their plurals: —

step-sons, brothers-in-law, men-servants.

Some compound nouns form the plural like single words; as, *spoonfuls*, *maid-servants*.

* See Lesson XLV.

Some compounds make the principal word plural; as, *sisters-in-law.*

A few compounds change both words; as, *men-servants.*

When a title is prefixed to a proper name, the compound may be made plural by changing either the title or the name; thus, The *Misses* Green, or the Miss *Greens.*

The title is made plural when it is used with two or more names; thus, *Messrs.* Strong and Wise.

Some nouns have no singular; as, *scissors, ashes.*

Letters and figures add *'s* to form the plural; as, Your *a's* look like *o's.* Extend the *7's* and *9's* below the line.

WRITTEN EXERCISES.

I.

Write sentences containing the plurals of the following nouns:—

shoe,	valley,	chimney,	half,
eye,	leaf,	muff,	tooth,
hedge,	city,	mystery,	lily,
thief,	safe,	mouse,	army,
handkerchief,	tax,	pulley,	Marcy.*

II.

Write sentences containing the plural forms of the following:—

piano,	motto,	potato,	solo,
hero,	negro,	buffalo,	echo,
portfolio,	mosquito,	lasso,	volcano.

* Many proper names do not follow the rule, but simply add *s*; as, *Henrys, Stacys.*

III.

Use the plural forms of these nouns in sentences: —

vice-president,	mouthful,	sister-in-law,
merchantman,	man-of-war,	mother-in-law,
Mr. Hale,	Miss Sand,	forget-me-not,
tooth-brush,	cupful,	pailful.

IV.

Use the following nouns in sentences, with plural adjectives or verbs: —

scissors,	shears,	measles,	ashes,
eaves,	mumps,	tongs,	spectacles,
trousers,	oats,	wages,	pincers.

Example. — These scissors are dull.

LESSON IV.

GENDER FORMS OF NOUNS.

(Review Lesson XLIV.)

Name five nouns that denote males; five that denote females. What are such nouns called? Tell three ways in which the gender of nouns is distinguished, and illustrate by examples.

Name a noun that may denote either a male or a female. Mention a noun that names a thing neither male nor female.

Tell—

(1.) Which of these italicized nouns may denote either males or females.

(2.) How you can determine the sex of the persons named in the other examples.

1. Too many *cooks* spoil the broth.
2. Is thy *servant* a dog, that he should do this thing?
3. The *servant* placed the tray on the table.
4. He cast off his *friends*, as a huntsman his pack,
   For he knew, when he pleased, he could whistle them back.
5. Each of the *strangers* was invited to sit down.
6. He was a *friend* to the *prisoner*.
7. The Prince and his *companion* sailed out of the harbor.
8. Your *cousin* is a man of great energy.
9. Mrs. Bagnet sits in her gown of ceremony an honored *guest*.
10. As the last sentence fell from the lips of the *reader*, a loud shout went up.
11. She was an accomplished *musician*.

WRITTEN EXERCISES.

Copy the following nouns, and opposite each write the feminine noun corresponding to it: —

brother,	lad,	Jew,	step-son,
bachelor,	nephew,	lion,	step-father,
father,	sir,	negro,	man-servant,
gentleman,	son,	host,	landlord,
husband,	uncle,	duke,	grandfather,
king,	heir,	emperor,	master.

Write sentences, using other nouns or pronouns with each of the nouns below, to show the sex of the person named: —

friend,	cousin,	president,	servant,	clerk,
child,	teacher,	author,	artist,	cook.

Example. — Your *friend* said *she* would call again.

LESSON V.

CASE FORMS OF NOUNS.

(Review Lessons XLII. and XLIII.)

1. The *boy* lost the key.
2. He entered the *boy's* room.
3. We met the *boy*.

Mention the verb in the first sentence. What is its subject?*

The form of a noun or of a pronoun that is used as the subject of a verb is called the **nominative form**. The word is said to be in the **nominative case.**

What is the office of the word *boy's* in the second sentence? What is this form of the word called? When a noun or pronoun is used to show possession, it is said to be in the **possessive case.**

How is the word *boy* used in the last sentence? A noun or a pronoun

* See Lesson XVIII.

used as the object * of a verb or of a preposition is said to be in the **objective case.**

The case of a noun is determined by the relation that it bears to other words in the sentence. The possessive case is the only one that has a special form. The common or ordinary form of the noun is used in the other cases.

State three ways of forming the possessive of nouns, and illustrate by examples.

How is the possessive of a compound word or phrase formed?

Possession is sometimes indicated by the objective case with the preposition *of;* as, The mother *of the child*, for the *child's* mother.

NOTE. — This form is generally used in speaking of things without life; as, *The bank of the river, The door of the church, The lakes of Scotland.*

And also in speaking of persons, when the possessive would be ambiguous or awkward; as, *The wife of one of my brothers.*

Point out the nouns in these sentences, tell how each is used, and name its case: —

1. He was shown into the king's presence.
2. He wrapped her warm in his seaman's coat.
3. Cultivate the habit of attention.
4. The children clustered round Grandfather's great chair.
5. Where did the officer stand?
6. The people's confidence in their commander was unshaken.
7. We visited Washington's headquarters.
8. A fisherman hastened along the beach.
9. She heard the tramp of horses' hoofs and the rattling of wheels.
10. The village master taught his little school.

* See Lesson XIX.

WRITTEN EXERCISES.

I.

Write the four forms of each of the nouns below: —

friend,	father,	neighbor,	lawyer,
sailor,	mother,	cousin,	merchant,
secretary,	brother,	lobster,	ox,
wife,	sister,	child,	colonel,
statesman,	calf,	woman,	schoolmate.

	COMMON FORM.	POSSESSIVE FORM.
Example. — *Singular*,	lady,	lady's,
Plural,	ladies,	ladies'.

II.

Write the following, using the possessive form of the noun instead of the objective with **of**: —

the camp of the enemy,	the reply of the boy,
the tusk of the elephant,	the sting of a bee,
the decision of the judge,	the address of the president,
the direction of the captain,	the words of the speaker,
the voices of the children,	the art of the poet.

III.

Write sentences containing the possessive forms of the following: —

people,	lieutenant-governor,
uncle,	American Express Company,
step-daughter,	D. C. Heath & Co.,
General Grant,	soldiers,
Longfellow,	citizens.

LESSON VI.

USES OF NOUNS.

I.—SUBJECT OF VERB.

(Review Lesson XVIII.)

1. The rain falls gently.
2. The fleet consisted of nine vessels.
3. How beautiful is the rain!
4. Oh, why should the spirit of mortal be proud?
5. Up flew the windows all.

Which nouns in these sentences are used as the subjects of verbs? Of what verbs are they subjects? Where is the subject of a verb usually placed? Where is the subject of the verb placed in the third sentence above? In the fourth sentence? In the fifth sentence?

II.—TO COMPLETE PREDICATE.

(Review Lesson XXII.)

1. Young Harry was a lusty drover.
2. Oh! a dainty plant is the ivy green.
3. I am monarch of all I survey.
4. John Gilpin was a citizen
   Of credit and renown.
5. Homer was a great poet.
6. The groves were God's first temples.
7. Toil is the condition of our being.

Name the nouns that complete predicates, and tell what relation they bear to the subjects of the verbs.

A noun used with an intransitive verb to complete a predicate refers to the same thing as the subject of that verb, and so is in the same case.

III.—POSSESSIVE QUALIFYING ANOTHER NOUN.

1. A friend should bear his friend's infirmities.
2. I grieve for life's bright promise.
3. It was Mr. Webster's habit first to state to himself his opponent's argument.
4. They held office during the king's pleasure.
5. Enough, enough! Sit down and share
   A soldier's couch, a soldier's fare.

Name the possessive nouns, and tell how each is used.

IV.—OBJECT OF A VERB.

1. They fought the dogs, and killed the cats,
   And bit the babies in the cradles.
2. Who planted this old apple-tree?
3. The secretary read the report.

Point out the nouns used as objects, and tell of what they are objects.

V.—OBJECT OF A PARTICIPLE.

(Review Lesson LVIII.)

1. A woman sat in unwomanly rags,
   Plying her needle and thread.
2. They sailed leisurely along the banks of the river, admiring the beauty of the forests.

3. You should have heard the Hamelin people
Ringing the bells till they rocked the steeple.

Mention the verbs and the participles, and tell which nouns are used as the objects of participles.

VI. — OBJECT OF AN INFINITIVE.

(Review Lesson LXXX.)

1. He ordered the soldiers to take their muskets.
2. It is a noble thing to reward evil with good.
3. A rich Persian resolved to divide his goods among his three sons.
4. Leave me to manage the affair.
5. She tried to conceal her grief.
6. He is ready to begin the work.
7. Strive to perform your duty.

Point out the infinitives, and tell which nouns are used as their objects.

WRITTEN EXERCISES.

I.

Write sentences containing the following words used as the subjects of verbs: —

soldier,	forests,	fleet,	cannon,	Christmas,
arrow,	harvest,	truth,	scissors,	valley.

II.

Use the following words in sentences, to complete predicates: —

general,	orator,	neighbor,	poet,	climate,
river,	hero,	country,	remedy,	mineral.

III.

Write sentences containing the possessive forms of the following: —

brothers,	ladies,	Webster,	father-in-law,
Whittier,	governor,	president,	major-general,
Dickens,	lawyer,	officers,	grandfather.

IV.

Use each of the following nouns as the object of a verb: —

kindness,	sound,	friends,	news,	organ,
village,	Virginia,	example,	America,	boat,
country,	poem,	brothers,	mountain,	shadow.

V.

Use each of the following words as the object of a participle: —

gold,	harbor,	strangers,	office,	letter,
family,	grapes,	enemy,	mountain,	poetry,
leaves,	path,	sound,	canoes,	journey.

VI.

Use the following words as objects of infinitives: —

governor,	garden,	secret,	newspaper,
prisoners,	patience,	sunshine,	lecture,
music,	cities,	faults,	message.

LESSON VII.

USES OF NOUNS. — Continued.

VII. — INDIRECT OBJECT.

1. She gave me the address.
2. Send the secretary two notices.
3. He built his son a house.

How many objects has each of these verbs? Tell which object is most closely related to the verb, in each sentence, and what the other object shows. The object that limits the action of the verb is called the **direct object.** The object that shows to or for whom or what something is done is called the **indirect object.**

Name the direct objects in these sentences. Name the indirect objects.

VIII. — USED ADVERBIALLY.

1. They returned last night.
2. The fish weighed three pounds.
3. The boy walked a mile.

What is the use of the phrase *last night?* Of the phrase *three pounds?* Of *a mile?* Mention the nouns that are used like adverbs, and tell what they modify.

Nouns expressing time, measure, etc., are sometimes used to modify verbs. They are then called **adverbial objects,** and are said to be in the **objective case, adverbially.**

IX. — OBJECT OF A PREPOSITION.

(Review Lesson XXXV.)

1. Beware of entrance to a quarrel.
2. It is the close observation of little things which is the

secret of success in business, in art, in science, and in every pursuit in life.

3. I chatter over stony ways,
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.

Point out all the nouns, and tell which are used as the objects of prepositions.

X.—USED APPOSITIVELY.

1. He went to his old resort, the village *inn.*
2. Spenser, the *poet*, lived in the time of Queen Elizabeth.
3. These gay idlers, the *butterflies*,
Broke, to-day, from their winter shroud.

What is the use of the italicized noun in the first sentence? In the second sentence? In the third?

When one noun is added to another noun in this way, to describe the thing named, it is called an **appositive**, or is said to be in **apposition** with the first noun.

Two nouns in apposition are in the same case.

XI.—USED IN ADDRESS.

1. *Watchman*, tell us of the night.
2. *Boatman*, do not tarry.
3. O *Father!* I hear the sound of guns.
4. Thou hast all seasons for thine own, O *Death!*

What noun is used in addressing a person in the first example? In the second? In the third? What is addressed in the last sentence?

The noun that names the person or thing addressed is said to be in the nominative case of **address** or **exclamation.**

XII. — USED ABSOLUTELY.

1. The *ship* having sailed, we returned home.
2. *Dinner* being ready, the company sat down.

Point out the participles, and tell what nouns are used with these participles. Nouns cut off from the remainder of the sentence and used this way with participles are said to be used **absolutely**, or to be in the **nominative case absolute.**

Name the verbs in these sentences and give the subject of each. What is the office of the phrase, *the ship having sailed?* Of the phrase, *dinner being ready?* Which nouns are used absolutely?

WRITTEN EXERCISES.

I.

Write sentences containing nouns used as indirect objects of the following verbs: —

brought,	made,	gave,	sent,
built,	bought,	asked,	lent.

II.

Write sentences containing the following nouns used adverbially: —

mile,	dollar,	month,	hour,
pound,	night,	old,	quart.

III.

Use each of the following nouns as the object of a preposition: —

July,	fish,	troops,	flag,	Wednesday,
voyage,	food,	islands,	water,	wood.

IV.

Write sentences containing the following words used as appositives: —

president,	lawyer,	Bancroft,	inventor,
river,	Bryant,	discoverer,	author.

V.

Write sentences containing the following words used in address or exclamation: —

sir,	father,	wind,	gentlemen,
madam,	daughter,	sun,	ladies.

VI.

Write sentences containing the following words used absolutely with participles: —

office,	traveller,	sun,	rain,
battle,	train,	horse,	house.

LESSON VIII.

GENERAL REVIEW OF NOUNS.

I.

What is a noun? State the difference between a proper noun and a common noun. What is a collective noun? Give an example of an abstract noun.

What is meant by the singular and plural forms of nouns? How do most nouns form their plurals? Mention other ways in which nouns form their plurals, and illustrate by examples. Name three nouns that have the same form in both numbers. Give three nouns that have no singular. How is the plural of compound nouns formed?

Give examples of nouns having different forms to distinguish the sex of the person or thing named. Give five nouns that may denote either males or females. What nouns are said to be in the neuter gender? Name three ways in which the gender of nouns is distinguished.

How many cases have nouns? How can you determine the case of a noun? Which case requires a change of form in the noun? How is the possessive of nouns formed? How is the possessive of a compound noun formed? How may possession be indicated without the possessive form? When is this way preferable?

II.

Name the nouns in the following sentences, and tell —

1. The kind of noun, and why it is so called.
2. The form, if other than the simple form is used.
3. The way in which it is used in the sentence.

1. Their cottage stood on a rising ground.
2. One of Washington's most invaluable characteristics was the faculty of bringing order out of confusion.
3. The commander-in-chief arose from his chair to greet them.
4. Samuel Adams, the distinguished patriot, died in 1803.
5. The fault, dear Brutus, is not in our stars,
   But in ourselves, that we are underlings.
6. Stay yet, my friends, a moment stay.
7. Beware the pine-tree's withered branch!
8. Opportunities of doing good do not come back.
9. I come to bury Cæsar, not to praise him.
10. Veterans! you are the remnant of many a well-fought field.
11. It was a summer of great hardship.

12. Are fleets and armies necessary to a work of love and reconciliation?

13. It is easy finding reasons why other people should be patient.

14. The village was two days' journey from the sea.

15. Give thy thoughts no tongue.

16. Three vessels entered the harbor a few days later.

17. My little ones kissed me a thousand times o'er.

18. Defoe's best known work is Robinson Crusoe.

19. The last witness now appeared.

20. Give me liberty or give me death!

LESSON IX.

REVIEW OF PRONOUNS.

I.—PERSONAL PRONOUNS.

(Review Lessons XLVI.–L.)

Mention the pronouns in the following sentences, and tell what each denotes: —

1. I wrote to him.
2. Will you go?
3. She found the box.
4. It was locked.

What is a personal pronoun? When is a pronoun said to be in the first person? When in the second person? When in the third person?

Give sentences requiring the following forms of the different pronouns, and tell what each form stands for and how it is used in the sentence given: —

FIRST PERSON.

I,	my,	we,	our,	myself,
me,	mine,	us,	ours,	ourselves.

SECOND PERSON.

thou,	thy,	ye,	your,	yourself,
thee,	thine,	you,	yours,	yourselves,
		thyself.		

THIRD PERSON.

he,	she,	it,	their,	himself,
his,	her,	its,	theirs,	herself,
him,	hers,	they,	them,	itself,
		themselves.		

Which possessive forms are used with nouns? Which possessive forms are used alone? Which forms may be used with *self* or *selves* to form compound pronouns?

II.—ADJECTIVE PRONOUNS.

(Review Lesson LI.)

1. *These* flowers are withered.
2. *These* are the books.
3. Rest a *few* minutes.
4. *Few* believed the report.

Which of the italicized words are adjectives? Which are pronouns? How do you determine whether these words are adjectives or pronouns? What are such words called? Give five sentences containing adjective pronouns.

III. — RELATIVE PRONOUNS.

(Review Lessons LXXXV.–LXXXVI.)

1. His nephew, who was present, knew nothing about the matter.
2. Here is the cottage which is for sale.
3. Uneasy lies the head that wears a crown.

Read the dependent clause in each sentence, and tell what joins it to the remainder of the sentence. What other office do these connecting words perform besides connecting clauses? What does *who* stand for in the sentence above? *which? that?* What are such words called? What is a relative pronoun? What is the antecedent of a relative pronoun?

Sometimes the relative pronoun introduces an additional fact about the antecedent; as, —

Captain Hunter, who was by his side, suggested a quick step.

Sometimes the relative clause limits or restricts the meaning of the antecedent; as, —

The house that he built is still standing.

Mention the relative clauses in the following sentences, and tell which give additional facts and which restrict the meaning of the antecedents: —

1. This was a signal to the patriots, who instantly despatched swift messengers to rouse the country.
2. He who would be great in the eyes of others must first learn to be nothing in his own.
3. They were accompanied by some Indians, who were skilful divers.

4. They saw nothing more valuable than a curious sea shrub, which was growing beneath the water.

5. He that filches from me my good name
Robs me of that which not enriches him,
And makes me poor indeed.

6. And they, whose meadows it murmurs through,
Have named the stream from its own fair hue.

7. The general, who was on horseback, ordered the troops to halt.

8. They have taken forts that military men said could not be taken.

9. They that have done this deed are honorable.

10. I thrice presented him a kingly crown,
Which he did thrice refuse.

A relative clause not restrictive should be separated from the remainder of the sentence by the comma.

IV. — INTERROGATIVE PRONOUNS.

(Review Lesson LXXXVII.)

1. *Who* has been here?
2. *Which* came?
3. *What* caused the trouble?

State the use of each italicized word. What are such pronouns called? How can you tell whether a pronoun is a relative pronoun or an interrogative pronoun? Give the different forms of *who* and tell how each is used.

Select the pronouns in the following sentences, tell to what each refers, name the kind of pronoun, the form, and tell to what other word or words in the sentence it is related: —

1. He prepared himself honestly for his duties, by a thorough study of whatever could make him efficient in them.

2. Some of the men had no muskets, and almost all were without bayonets.

3. The only ford by which the travellers could cross was guarded by a party of militia.

4. You will be called to great duties.

5. The evil that men do lives after them.

6. E'en the slight harebell raised its head,
Elastic from her airy tread.

7. Kindly words, sympathizing attentions, watchfulness against wounding men's sensitiveness — these cost very little, but are priceless in their value.

8. He had that inexhaustible good nature which is the most precious gift of Heaven.

9. O dread and silent mount! I gazed upon thee,
Till thou, still present to the bodily sense,
Didst vanish from my thought.

10. Who sank thy sunless pillars deep in earth?

11. And will your mother pity me,
Who am a maiden most forlorn?

12. She taught herself German, French, and Italian.

13. Some were opposed to any change.

14. Had he adopted the suggestions, which he rejected so impatiently, he would have held his position.

15. What is that sound which now bursts on his ear?

16. O, how wretched
Is that poor man that hangs on princes' favors!

17. In many places the English found the wigwams deserted and the cornfields growing to waste, with none to harvest the grain.

18. He sent to summon the remainder of his comrades, whom he had left at the seashore.

19. She might just as well have talked to the wind that whistled past them.

20. Thou shalt love thy neighbor as thyself.

LESSON X.

CORRECT USE OF PRONOUNS.

I.

Fill the blanks with nominative, possessive, or objective forms of pronouns. Tell why each form should be used:—

1. Do unto others as —— would that —— should do unto ——.
2. Gray-headed shepherd, —— hast spoken well.
3. My country, 'tis of ——,
   Sweet land of liberty,
   Of —— I sing.
4. I remember hearing —— say that —— grandfather lived to the age of ninety-nine years.
5. He devoted —— leisure to studying the political history of —— country.
6. —— art the man.
7. The maidens resumed —— labor.

8. "Yes, my friends," said —— to ——, "this is to be —— home."

9. Come, —— and —— will meet —— at the house.

10. The books were sent to —— and ——.

11. I would not try if —— were ——.

12. —— or —— will deliver your message.

13. Do —— trouble ——?

14. Is —— coming?

15. Do —— know ——?

16. How many are with ——?

17. —— comes here?

18. —— did —— send?

19. —— is ——?

20. Follow ——.

II.

Copy the following sentences, filling the blanks with suitable pronouns: —

1. The committee decided the matter without leaving —— seats.

2. All passengers must show —— tickets.

3. Every passenger must show —— ticket.

4. Somebody left —— umbrella.

5. Men at some time are masters of —— fate.

6. Neither would admit that —— was in the wrong.

7. Each soldier carried —— own gun.

8. Happy, thrice happy, every one
Who sees —— labor well-begun.

9. One who would succeed must learn to think for ——.

10. The committee has offered to refund the amount which —— received from the company.

11. Every man must bear —— own burden.

12. All men think all men mortal but ——.

III.

Copy the following sentences, and afterwards write them from dictation: —

1. Bear ye one another's burdens.
2. One would be likely to lose one's way in this building.
3. Each spoke of the other's faults.
4. By others' faults wise men correct their own.
5. One would be surprised to see one's name in the list.
6. Who is one's neighbor?
7. One pain is lessened by another's anguish.
8. I know not what course others may take.

IV.

Copy the following sentences, filling the blanks with relative pronouns. Tell in each case why the form chosen should be used: —

1. He was a descendant of Stephen Brown, —— came over from England.

2. The house stood among flourishing apple-trees, three or four of —— are yet standing.

3. He —— thinks much of himself will be in danger of being forgotten by the rest of the world.

4. He was surrounded by a shouting multitude, most of —— had been born in the country —— he had helped to found.

5. At length they came within full sight of the palace, —— proved to be very large and lofty.

6. A man —— flattereth his neighbor, spreadeth a net for his feet.

7. There is a calm for those —— weep.

8. Few, few were they —— swords of old
Won the fair land in —— we dwell.

LESSON XI.

(Review Lessons XII.–XIV.)

REVIEW OF ADJECTIVES.

1. *A* chair stood by *the* table.
2. Did you notice *that* man?
3. The house contains *nine* rooms.
   The *broad* streets were shaded by *beautiful* elms.

Give the use of each italicized word in the first sentence. State the difference in meaning between *the* and *an* or *a*. When should *an* be used? When *a*? Illustrate by examples.

State the offices of the italicized words in the remaining sentences, and tell what each modifies.

Mention an adjective that shows *which* thing is meant; *how many* things are spoken of; *what kind* of thing is meant.

How many forms has the adjective *broad*? What are these different forms called, and what do they denote? When should the comparative form be used? What does the superlative form express? What is the superlative of *beautiful*? Illustrate by examples two ways in which the comparative of adjectives is formed. Illustrate two ways in which the superlative of adjectives is formed. Mention two adjectives that are compared irregularly.

Point out each noun, pronoun, and adjective in the following sentences; state its form and use, and tell what relation it bears to some other word or words in the sentence: —

1. Under a spreading chestnut-tree
   The village smithy stands.

2. The Squire was a fine, healthy-looking old gentleman, with silver hair curling lightly round an open, florid countenance.

3. The ford was deep and narrow.

4. Six whaling ships were crushed in the ice near Point Barrow.

5. He was an honest, temperate, forgiving man.

6. The walls are high, and the shores are steep,
And the stream is strong, and the water deep.

7. His stature was commanding, his face handsome, his address singularly winning.

8. With fingers weary and worn,
With eyelids heavy and red,
A woman sat in unwomanly rags,
Plying her needle and thread.

9. The passage was a boisterous one.

10. Others have filled places more conspicuous, by an exact and disinterested performance of duty.

11. He took a true delight in the return of singing birds.

12. Along the banks are beautiful shaded walks, and near the town is a little island covered with ancient trees of immense size.

13. Our little dwelling is a comfortable two-story house, quite new and very convenient.

14. We had frequent thunder-storms, and several violent gales of wind.

15. The autumn has been uncommonly fine, — a warm, sunshiny September, a still and sunny October, and a great brilliancy of color in the woods.

WRITTEN EXERCISES.

I.

Use in sentences suitable adjectives to describe the things named below:—

shower,	house,	workman,	journey,	weather,
story,	eyes,	complexion,	disposition,	sky.

II.

Write sentences, using **an** *or* **a** *before each of the following words:—*

hour,	European,	union,	honest,	half,
flag,	year,	one,	hundred,	auction,
American,	hotel,	effort,	few,	universal.

III.

Write in one column the following words, and in a second column words of opposite meanings:—

sweet,	generous,	polite,	quickly,
broad,	noisy,	careful,	strong,
strong,	cheerful,	expensive,	sincere,
bold,	industrious,	honest,	modest.

IV.

Write sentences containing the following words used correctly as adjectives:—

bright,	difficult,	dangerous,	brisk,	pleasant,
real,	golden,	many,	purest,	dreary,
better,	several,	earlier,	strangest,	wonderful.

LESSON XII.

REVIEW OF VERBS.

(Review Lessons XVIII.–XXII.)

What is a verb? When is a verb said to be transitive? When intransitive? What two forms may a transitive verb have? When is it called active? When passive? Illustrate the two forms by examples.

I. — TRANSITIVE VERBS.

Point out each transitive verb in the following sentences, tell whether it is in the active form or the passive form, name its subject, and give its object if it is in the active form, and mention the corresponding active form if it is in the passive form: —

1. I met a little cottage girl.
2. He purchased an estate in this neighborhood.
3. We were directed to the nearest hotel.
4. The letter was read by the secretary.
5. The Colonel demanded a surrender of the fort.
6. A Thanksgiving proclamation was issued by the Governor.
7. Last night, the moon had a golden ring,
   And to-night no moon we see.
8. Public measures were discussed by eminent men.
9. Washington was appointed chairman of the committee.
10. Truth seeks open dealing.

II. — INTRANSITIVE VERBS.

Some intransitive verbs have a complete meaning in themselves; as, —

The sun *shines*.

Other intransitive verbs must be followed by some other word or words to complete their meanings; as, —

1. He *was* a *soldier.*
2. The air *is clear.*
3. They *stood here.*

Point out the intransitive verbs, name the subject of each, and tell what completes the meanings of the incomplete verbs: —

1. The rainbow comes and goes,
   And lovely is the rose.
2. He was a man of irritable temper.
3. The snow froze as it fell.
4. These timbers were valuable.
5. The way was long, the wind was cold,
   The minstrel was infirm and old.
6. This boy is an excellent speller.
7. A vehicle laid up without use rusts and moulders.
8. He was a most diligent student of the Bible.
9. All the real pleasures and conveniences of life lie in a narrow compass.
10. She starts, — she moves, — she seems to feel
    The thrill of life along her keel.

WRITTEN EXERCISES.

I.

Write sentences containing the following words used as the objects of verbs: —

trunk,	windows,	journey,	bell,	tree,
attention,	speeches,	friends,	flower,	truth.

II.

Write sentences containing the passive forms of the following verbs: —

discover,	speak,	hear,	write,	begin,
forget,	know,	win,	lose,	send.

III.

Write sentences, using the following words to complete predicates: —

friend,	day,	country,	cold,	long,
clear,	hostess,	speaker,	happy,	grateful.

LESSON XIII.

MODE.

Verbs may assert actions in different ways; thus, —

1. He *reads* intelligently. (A direct assertion.)
2. If you *read* the book, you will understand the subject. (A conditional assertion.)
3. *Read* with care. (A command.)

The manner of asserting is called the **mode** of a verb.

When a verb simply states a fact or asks a question, it is said to be in the **indicative mode**; as, —

He is at home.

When a verb expresses a command or an entreaty, it is said to be in the **imperative mode**; as, —

1. *Furl* the sail.
2. *Deliver* us from evil.

When a verb expresses something as conditional or doubtful, it is said to be in the **subjunctive mode**; as, —

1. If he *be* at home, he will receive you. (Doubt.)
2. If he *were* here, he would explain the matter. (Denial.)
3. Though the bill *pass*, the law will not be enforced. (Doubt.)

In the subjunctive mode, *be* is used with all subjects in the present tense, and *were* with all subjects in the past tense; thus, —

PRESENT.		PAST.	
If I be,	If we be,	If I were,	If we were,
If thou be,	If you be,	If thou were, wert,	If you were,
If he be,	If they be.	If he were,	If they were.

The simple form of other verbs is used in the second and third persons singular, when the verb is in the present tense; thus, —

INDICATIVE.	SUBJUNCTIVE.
Thou hearest,	If thou hear,
He hears.	If he hear.

The subjunctive form is now seldom used, except in the verb *be*.

Mention the verbs in the following sentences; tell which simply state facts, which express commands or entreaties, and which express conditional or doubtful assertions: —

1. The captain arrived at two o'clock.
2. The spring comes slowly up this way.
3. Live in the present.
4. If this report be true, the committee will be surprised.
5. O that the day were done!
6. Had he been there, we should have seen him.
7. To thine own self be true.
8. Where the treasure is, there will the heart be also.
9. What is your objection?
10. If thou be a king, where is thy crown?
11. Will it never be day?
12. Though he slay me, yet will I trust in him.

WRITTEN EXERCISES.

I.

Write sentences making direct assertions about —

Christmas,	water,	coal,	sunshine,
books,	March,	wheat,	winter.

II.

Write a command or an entreaty about —

the fire,	the piano,	a watch,	your country,
the door,	lessons,	a speech,	unkindness.

III.

Write sentences, using the following verbs to express conditional or doubtful assertions: —

be, were, hear, see, speak.

LESSON XIV.

THE INFINITIVE.

(Review Lesson LXXX.)

Point out the forms of verbs below that merely name actions, like nouns, and tell how they are used in these sentences: —

1. He likes to ride.
2. To see is to believe.
3. Form the habit of listening attentively.

These forms of the verb are called infinitives. How is each of the infinitives above like a verb? How is each like a noun?

Nearly every verb has two infinitives. One is the simple form of the verb with or without **to**, and the other has the same form as the present participle. It is called the infinitive in **ing**.

By the aid of the auxiliaries **be** and **have**, we obtain the following infinitive forms: —

SIMPLE INFINITIVE.

Active.	Passive.
To write,	To be written,
To be writing,	To have been written.
To have written,	
To have been writing.	

USES OF THE INFINITIVE.

I. — Subject of Verb.

To err is human.

II. — To Complete Predicate.

They seemed *to understand.*

III. — Object of Verb.

He tried *to speak.*

IV. — Object of Preposition.

1. He is about *to open* the box.
2. He is sure of *selling* the goods.

V. — To Express Purpose, Consequence, Etc.

1. They went *to explore* the cave. (With verb.)
2. He is quick *to take* offence. (With adjective.)
3. She has lessons *to learn.* (With noun.)

SIMPLE INFINITIVE WITHOUT *TO*.

After *bid*, *dare*, *let*, *make*, *hear*, *see*, and some other verbs, the simple infinitive without **to** is often used; thus, —

1. Let him *go.*
2. I heard him *speak.*
3. I saw it *move.*
4. Bid him *enter.*

Mention all the verbs in the following sentences, select the infinitives, and tell how each is used: —

1. To set something going is the most anybody can hope to do in this world.

2. And out again I curve and flow
To join the brimming river.

3. The natives were ordered to keep away from the fort.

4. Remember that when the inheritance devolves upon you, you are not only to enjoy, but to improve.

5. Let us do right to all men.

6. You can hear his bellows blow.

7. Columbus went to find a new route to the East.

8. I hear the church-bells ring.

9. Nobody dared to laugh.

10. It is always safe to learn, even from our enemies — seldom safe to instruct, even our friends.

11. He had the happy knack of starting interesting subjects and saying all sorts of interesting things by the way.

12. Be careful not to interrupt another when he is speaking.

13. Do with all your might whatever you have to do, without thinking of the future.

14. There is in the character of every distinguished person something to admire and something to imitate.

15. Be swift to hear, slow to speak.

WRITTEN EXERCISES.

I.

Write sentences, using the infinitives of the following verbs as the subjects or the objects of other verbs: —

write,	learn,	speak,	forget,	draw,
live,	work,	sing,	find,	plant.

II.

Write sentences, using after each of the following words an infinitive to express purpose: —

came,	went,	work,	hard,	good,
house,	eager,	money,	nothing,	glad.

LESSON XV.

THE PARTICIPLE.

(Review Lesson LVIII.)

1. Sitting down quietly, he watched the game.
2. A letter received last night brought the news.

Which forms of the verb in the foregoing sentences assert? Which do not? What is the office of the latter forms? What are such forms of the verb called?

A participle that denotes unfinished action is called a **present participle**; as, *writing, hearing.*

A participle that denotes finished action is called a **past** or **perfect participle**; as, *written, heard.*

Compound forms are made by combining different parts of the verb **be** or **have** with the simple participles; thus, —

ACTIVE.	PASSIVE.
Writing,	Written,
Having written,	Being written,
Having been writing.	Having been written.

Select the participles in the following sentences, tell from what verb each is derived, and show how it is used in the sentence given: —

1. Sailing along the bay, we came to an inlet from the sea.
2. The ships, anchored in the harbor, were loaded with tea.
3. He was a frequent visitor, coming at all hours of the day.
4. Looking upward, he saw the round, bright, silvery moon.

5. A stream of water came dashing down the side of the mountain.

6. The city, though laid out with a beautiful regularity, was unpaved.

7. About seven o'clock the troops came in sight, advancing with quick step, their arms glittering in the morning sun.

8. Having finished our work, we returned to the hotel.

9. Peace being concluded, I turned my thoughts again to the affairs of the school.

10. The officers, being on horseback, were more easily distinguished.

11. The general, having been wounded, was brought off with difficulty.

12. The door leading into the adjoining room was locked.

WRITTEN EXERCISES.

I.

Write sentences containing present participles formed from the following verbs: —

ask,	give,	bring,	drive,	speak,
wish,	choose,	sit,	take,	fall.

II.

Write sentences containing perfect participles formed from the following verbs: —

freeze,	forget,	tear,	lose,	bring,
lay,	set,	throw,	leave,	hear.

LESSON XVI.

TENSE.

(Review Lesson LVI.)

Name the tenses of the following verbs and tell what form of the verb is used in each : —

1. I see the train.
2. I saw your friend.
3. I shall see the picture.
4. He will see the picture.

The future tense is made up of the verb *shall* or *will* with the infinitive of the verb expressing the action.

When is a verb said to be in the present tense? When in the past tense? When in the future tense?

Verbs denoting actions as finished or completed at some fixed time are said to form perfect tenses.

A verb that denotes the action as completed at the present time is said to be in the **present perfect tense** ; as, —

I *have seen* the book.

The present perfect tense is made up of the auxiliary verb *have* and the perfect participle of the principal verb.

A verb that denotes the action as having been completed before some past time is said to be in the **past perfect tense** ; as, —

He *had seen* a notice of the meeting.

The past perfect tense is made up of the auxiliary verb *had* and the perfect participle of the principal verb.

A verb that denotes an action to be completed before some future time is said to be in the **future perfect tense**; as, —

He *will have seen* the notice.

The future perfect tense is made up of the auxiliary *will have* or *shall have* and the perfect participle of the verb expressing the action.

Mention the verbs in the following sentences, give the simple form of each, name the principal parts of the verb, tell the tense, and show how it is formed: —

1. He was of a shy and retiring disposition.
2. Four times the sun had risen and set.
3. You will find them at home.
4. He had met with a great misfortune.
5. Where your treasure is, there will your heart be also.
6. He has finished the work.
7. The people had the whole power in their own hands.
8. He looked around him, and beheld new faces everywhere.
9. We shall have no difficulty in finding the place.
10. They have forgotten the language of their ancestors.

WRITTEN EXERCISES.

I.

Copy the following forms of the verb ***know*** *: —*

Present.	I know.
Past.	I knew.
Future.	I shall know.
Present Perfect.	I have known.
Past Perfect.	I had known.
Future Perfect.	I shall have known.

II.

Write the six tense forms of the verbs below, to be used with the subject ***I*** *:—*

forget,	give,	rise,	sing,	speak,
ride,	read,	hear,	come,	write.

LESSON XVII.

PERSON AND NUMBER FORMS.

I.—PERSON FORMS.

First Person.

I see, I write, I have, I do.

Second Person.

Thou seest, Thou writest, Thou hast, Thou dost (or doest).

Third Person.

He sees, He writes, He has, He does (doth or doeth).

What form of each verb is used with a subject in the first person? Mention the forms used with a subject in the second person. What is the ending for these forms? Name the forms for the third person. How do these forms differ from the simple forms of the verbs?

The forms with *thou* and the forms for the third person in *th* or *eth* are now seldom used, except in prayer and in poetry.

II.—NUMBER FORMS.

Singular.	He writes,	He sees,	He is,	He has.
Plural.	They write,	They see,	They are,	They have.

Compare these singular and plural forms and tell how they differ. Of what verb are *is* and *are* forms? When should *is* be used? When should *are* be used? How can you tell whether to use *has* or *have* with a subject in the third person?

Tell the person and the number of the subjects required for the following forms: —

gives,	wilt,	dost,	couldst,
hearest,	has,	art,	does,
canst,	rides,	moves,	comes,
were,	is,	mayest,	goes.

WRITTEN EXERCISE.

Copy the following forms of the verb **be**, *and afterwards write them from memory: —*

INDICATIVE MODE.

Present Tense.		Past Tense.	
SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
1. Am,	1. Are,	1. Was,	1. Were,
2. Art,	2. Are,	2. Wast,	2. Were,
3. Is,	3. Are.	3. Was,	3. Were.

SUBJUNCTIVE MODE.

Present Tense.		Past Tense.	
SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
1. Be,	1. Be,	1. Were,	1. Were,
2. Be,	2. Be,	2. Were (wert),	2. Were,
3. Be,	3. Be.	3. Were,	3. Were.

IMPERATIVE MODE.

Be.

INFINITIVE.	PARTICIPLES.
(To) be,	*Present.* Being,
Being.	*Perfect.* Been.

LESSON XVIII.

AUXILIARY VERBS.

Present.	may,	can,	must,	will,	shall.
Past.	might,	could,	——	would,	should.

The verbs *may*, *can*, *must*, *might*, *could*, *would*, and *should* are used with an infinitive to express power, permission, possibility, etc.; as, —

1. He *can speak* French. (Power or ability.)
2. You *may stay* an hour. (Permission.)
3. He *might forget* the number. (Possibility.)
4. They *must attend* the meeting. (Necessity.)
5. Children *should obey* their parents. (Obligation.)

The present or past tense of the auxiliary verb may be used with the present infinitive; as, —

1. She *may write.*
2. She *might write.*

Might write is made up of the past auxiliary *might* and the present infinitive *write.*

The present or past tense of the auxiliary verb may be used with the perfect infinitive; as, —

1. She *may have written.*
2. She *might have written.*

Might have written is made up of the past auxiliary *might* and the perfect infinitive *have written.*

Sometimes these auxiliaries are indicative, and sometimes they are subjunctive; as, —

1. He came, but he *could* not do the work. (Indicative.)
2. If he were here, he *could* not do the work. (Subjunctive.)

Such combined forms as *may write*, *might write*, etc., are sometimes called Potential Forms. They are called *potential present*, *potential past*, *potential present perfect* and *potential past perfect*.

Mention the verbs in the following sentences, tell what each expresses, and of what parts it is composed: —

1. For men may come, and men may go.
2. He could enliven every conversation with an anecdote, and conclude it with a moral.
3. Have patience, gentle friends; I must not read it.
4. One may acquire the habit of looking upon the sunny side of things, and he may also acquire the habit of looking upon the gloomy side.
5. He could not have received the message.
6. We should be as careful of our words as of our actions.
7. He could speak readily in three or four languages.
8. "We must fight!" exclaimed the speaker.
9. You might have seen the guests sitting around the table.
10. No other poet could have painted those scenes in more strong and lively colors.

WRITTEN EXERCISES.

I.

Write sentences, using the present tense of ***may***, ***can***, *or* ***must***, *with the present infinitive of* —

begin,	go,	read,	speak,	bring,
give,	sing,	see,	stand,	lose.

II.

Write sentences, using the past tense of ***may, can,*** *or* ***shall,*** *with the present infinitive of —*

be,	do,	go,	ride,	show,
come,	fly,	have,	send,	wear.

III.

Write sentences, using ***may, can,*** *or* ***must,*** *with the perfect infinitive of —*

find,	break,	drink,	eat,	hear,
pay,	rise,	sell,	sit,	stand.

IV.

Write sentences, using ***might, could,*** *or* ***should,*** *with the perfect infinitive of —*

drive,	find,	know,	make,	run,
say,	lie,	set,	teach,	write.

LESSON XIX.

CONJUGATION OF THE VERB *CHOOSE.*

ACTIVE FORMS.

To ***conjugate*** *a verb is to give its different forms; thus, —*

INDICATIVE MODE.

Present Tense.

SINGULAR.	PLURAL.
1. I choose.	1. We choose.
2. Thou choosest.	2. You choose.
3. He chooses.	3. They choose.

Past Tense.

Singular.	Plural.
1. I chose.	1. We chose.
2. Thou chosest.	2. You chose.
3. He chose.	3. They chose.

Future Tense.

1. I shall choose.	1. We shall choose.
2. Thou wilt choose.	2. You will choose.
3. He will choose.	3. They will choose.

Present Perfect Tense.

1. I have chosen.	1. We have chosen.
2. Thou hast chosen.	2. You have chosen.
3. He has chosen.	3. They have chosen.

Past Perfect Tense.

1. I had chosen.	1. We had chosen.
2. Thou hadst chosen.	2. You had chosen.
3. He had chosen.	3. They had chosen.

Future Perfect Tense.

1. I shall have chosen.	1. We shall have chosen.
2. Thou wilt have chosen.	2. You will have chosen.
3. He will have chosen.	3. They will have chosen.

SUBJUNCTIVE MODE.

Present Tense.

Singular.	Plural.
1. (If) I choose.	1. (If) we choose.
2. (If) thou choose.	2. (If) you choose.
3. (If) he choose.	3. (If) they choose.

Past Tense.

SINGULAR.	PLURAL.
1. (If) I chose.	1. (If) we chose.
2. (If) thou chose.	2. (If) you chose.
3. (If) he chose.	3. (If) they chose.

IMPERATIVE MODE.

Present Tense.

SINGULAR.	PLURAL.
Choose thou.	Choose ye *or* you.

INFINITIVES.

Present. (To) choose. Choosing. *Present Perfect.* (To) have chosen.

PARTICIPLES.

Present. Choosing. *Present Perfect.* Having chosen.

WRITTEN EXERCISE.

Write, arranging as above, the active forms of the following verbs: —

wait, give, begin, do, drink.

LESSON XX.

PASSIVE FORMS OF THE VERB *CHOOSE.*

(Review Lesson XX.)

What is meant by the passive form of a verb? What kind of verbs may have a passive form?

The passive forms of a verb are made by joining its perfect participle to the different forms of the verb **be**; thus, —

INDICATIVE MODE.

Present. I am chosen. *Pres. Perf.* I have been chosen.
Past. I was chosen. *Past Perf.* I had been chosen.
Future. I shall be chosen. *Fut. Perf.* I shall have been chosen.

SUBJUNCTIVE MODE.

Present. (If) I be chosen. *Past.* (If) I were chosen.

IMPERATIVE MODE.

Be thou chosen.

INFINITIVES.

Present. (To) be chosen. *Pres. Perf.* (To) have been chosen.
Being chosen.

PARTICIPLES.

Present. Being chosen. *Perfect.* Chosen.
Present Perfect. Having been chosen.

WRITTEN EXERCISES.

I.

Write, arranging as above, the passive forms of the following verbs:—

forget, drive, give, strike, shake.

II.

Write sentences containing passive forms of—

draw, pay, sell, steal, take,
forget, ring, spend, tear, find.

LESSON XXI.

PROGRESSIVE FORMS OF THE VERB *CHOOSE*.*

The progressive forms of a verb are made by joining its present participle to the different forms of the verb be ; thus, —

INDICATIVE MODE.

Pres. I am choosing. *Pres. Perf.* I have been choosing.
Past. I was choosing. *Past Perf.* I had been choosing.
Fut. I shall be choosing. *Fut. Perf.* I shall have been choosing.

SUBJUNCTIVE MODE.

Present. (If) I be choosing. *Past.* (If) I were choosing.

IMPERATIVE MODE.

Be choosing.

INFINITIVES.

Present. (To) be choosing. *Pres. Perf.* (To) have been choosing.

PARTICIPLES.

Present. *Pres. Perf.* Having been choosing.

WRITTEN EXERCISES.

I.

Write, arranging as on the preceding page, the progressive forms of the following verbs : —

read, write, drive, build, ride.

* See Part III. p. 109.

II.

Write sentences containing progressive forms of—

come,	sing,	read,	write,	ride,
build,	dig,	hold,	knit,	make.

LESSON XXII.

FORMS OF VERBS.

Copy the following forms, and learn to write the past tense and perfect participle of each verb from memory:—

When the past tense or the perfect participle of a verb has more than one form, the form which is considered preferable is placed first.

ALPHABETICAL LIST OF VERBS.

Present.	*Past.*	*Perf. Part.*	*Present.*	*Past.*	*Perf. Part.*
abide	abode	abode	bereave	bereft / bereaved	bereft / bereaved
arise	arose	arisen	beseech	besought	besought
awake	awoke / awaked	awaked	bid	bade / bid	bidden / bid
be	was	been	bind	bound	bound
bear [to bring forth]	bore	born	bite	bit	bitten / bit
bear [to carry]	bore	borne	blow	blew	blown
beat	beat	beaten			
begin	began	begun			

Present.	*Past.*	*Perf. Part.*
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built / builded	built / builded
burn	burned / burnt	burned / burnt
burst	burst	burst
buy	bought	bought
can	could	——
catch	caught	caught
chide	chid	chidden / chid
choose	chose	chosen
cling	clung	clung
clothe	clothed / clad	clothed / clad
come	came	come
cost	cost	cost
creep	crept	crept
crow	crowed / crew	crowed
cut	cut	cut
dare	dared / durst	dared
deal	dealt	dealt
dig	dug / digged	dug / digged
do	did	done
draw	drew	drawn

Present.	*Past.*	*Perf. Part.*
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
dwell	dwelt / dwelled	dwelt / dwelled
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forget	forgot	forgotten / forgot
forsake	forsook	forsaken
freeze	froze	frozen
get	got	gotten / got
gild	gilded	gilded / gilt
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang [to suspend]	hung	hung
have	had	had
hear	heard	heard

Present.	*Past.*	*Perf. Part.*
heave	heaved / hove	heaved
hew	hewed	hewed / hewn
hide	hid	hidden / hid
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt / kneeled	knelt / kneeled
knit	knit / knitted	knit / knitted
know	knew	known
lay	laid	laid
lead	led	led
leap	leaped / leapt	leaped / leapt
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent
let	let	let
lie [to recline]	lay	lain
lose	lost	lost
make	made	made
may	might	——
mean	meant	meant
meet	met	met
pass	passed	passed / past

WRITTEN EXERCISES.

I.

Write sentences containing the past tenses of the following verbs:—

do,	flee,	fly,	eat,	bite,
cling,	drink,	go,	hide,	let,
kneel,	burn,	bid,	beat,	catch.

II.

Write the perfect participles of these verbs:—

arise,	be,	bite,	blow,	break,
draw,	drive,	feel,	go,	get,
fly,	flee,	forsake,	lay,	hide.

III.

Write sentences containing the passive forms of —

draw,	drive,	find,	forget,	hold,
lay,	lose,	feel,	break,	bring,
buy,	choose,	bind,	catch,	grind.

LESSON XXIII.

FORMS OF VERBS. — Continued.

Present.	*Past.*	*Perf. Part.*	*Present.*	*Past.*	*Perf. Part.*
pay	paid	paid	shear	sheared	sheared / shorn
put	put	put			
quit	quit / quitted	quit / quitted	shed	shed	shed
			shine	shone	shone
read	read	read	shoe	shod	shod
ride	rode	ridden	shoot	shot	shot
ring	rang	rung	show	showed	showed / shown
rise	rose	risen			
run	ran	run	shrink	shrunk / shrank	shrunk / shrunken
say	said	said			
see	saw	seen	shut	shut	shut
seek	sought	sought	sing	sang / sung	sung
sell	sold	sold			
send	sent	sent	sink	sunk / sank	sunk / sunken
set	set	set			
shake	shook	shaken	sit	sat	sat
shall	should	——	slay	slew	slain

Present.	*Past.*	*Perf. Part.*
sleep	slept	slept
slide	slid	slidden slid
smell	smelled smelt	smelled smelt
smite	smote	smitten
sow	sowed	sown sowed
speak	spoke	spoken
speed	sped	sped
spell	spelled spelt	spelled spelt
spend	spent	spent
spill	spilled spilt	spilled spilt
spin	spun	spun
split	split	split
spoil	spoiled spoilt	spoiled spoilt
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
sting	stung	stung
strew	strewed	strewn strewed
stride	strode	stridden
strike	struck	struck stricken
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweat	sweat sweated	sweat sweated
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	thrived throve	thrived thriven
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden trod
wake	woke waked	waked
wear	wore	worn
weave	wove	woven
weep	wept	wept
will	would	——
win	won	won
wind	wound	wound
work	worked wrought	worked wrought
wring	wrung	wrung
write	wrote	written

WRITTEN EXERCISES.

I.

Write the simple form of the verbs from which the following words and phrases are derived:—

lay,	shaken,	has been seen,	will sit,
will come,	had taken,	are writing,	shall tell,
sowing,	sowed,	was shining,	sprang,
to be done,	had done,	had slept,	swinging.

II.

Use the perfect participles of the following verbs with ***is, are, was, were, have, has,*** *or* ***had:—***

rise,	ride,	see,	set,	shake,
shine,	shoe,	steal,	swim,	take,
tear,	throw,	wear,	weave,	write,
strive,	shear,	ring,	sit,	speak.

III.

Write the passive forms corresponding to the following:—

shot,	paid,	will see,	to seek,
brought,	had struck,	may show,	to have sold,
shod,	might catch,	will write,	having read,
found,	has given,	driving,	to have broken.

IV.

Write sentences showing the correct use of—

sit,	will,	can,	loose,	fly,
set,	shall,	may,	lose,	flee.

LESSON XXIV.

STUDY OF VERBS.

Select the verbs, the infinitives, and the participles, in the following sentences, and tell how each is used in the sentence given. Tell the kind of verb, name its principal parts, and point out any variation in form for mode, tense, person, or number.

If the verb consists of more than one word, first tell how it is made up, and then name the principal parts of the chief verb.

1. The travellers left their horses, and embarked in a large canoe.
2. Once more the gates are opened.
3. The shades of night were falling fast.
4. The year is going, let him go.
5. Ere the evening lamps are lighted.
6. Keep thy tongue from evil.
7. She must weep or she will die.
8. A blue smoke went curling up from the chimney.
9. He dreamt he had rung the palace bell.
10. The councillors were appointed by the governor.
11. Suit the word to the action.
12. You are merry, my lord.
13. The letters we have quoted show the fervor of his mind.
14. Contracts had been made for the building.
15. If it bear the test, it will be accepted.
16. The day had been a day of calm and storm.
17. Birds were warbling round, and bees were heard
    About the flowers.

18. You must wake and call me early.

19. I have had playmates, I have had companions.

20. I bring fresh showers for the thirsting flowers.

21. He plainly saw that some strong measure must be taken: yet it was not easy to determine what was to be done.

22. Let us look at the result.

23. It is better to do a few things carefully, precisely as they should be done, than to do ten times as many in a loose, slovenly way.

24. The major, riding forward, waved his sword, and ordered the soldiers to disperse.

25. To-day the vessel shall be launched.

26. Fear not each sudden sound and shock.

27. Joy comes, grief goes, we know not how.

28. The things which I have seen I now can see no more.

29. The streets were filled with excited men, some gathered in groups, and others moving towards the State House.

30. The Mayor was dumb, and the Council stood
As if they were changed into blocks of wood.

31. Like the leaves of the forest when summer is green,
The host with their banners at sunset were seen.

32. We know what Master laid thy keel,
What Workmen wrought thy ribs of steel.

33. Who art thou?

34. "'Tis some visitor," I muttered, "tapping at my chamber door."

35. A merry heart doeth good like a medicine.

LESSON XXV.

(Review Lessons XXVI. and XXVII.)

ADVERBS.

What is an adverb? Mention some of the ways in which an adverb may modify the meaning of a verb. Give an example of an adverb modifying an adjective; of an adverb modifying another adverb.

Adverbs may be divided into the following classes: —

I. — ADVERBS OF TIME.

1. I am now reading the book.
2. He seldom spoke twice.
3. The association meets annually.
4. He always sits in his chair.

Give the office of each adverb, and tell what it modifies.

II. — ADVERBS OF PLACE.

1. He looked back.
2. The procession moved forward.
3. We shall remain here until spring.

Point out the adverbs, and show how each is used.

III. — ADVERBS OF MANNER.

1. The bells rang merrily.
2. Silently the door opened.
3. She speaks distinctly.

Mention the verbs, and tell how each is modified.

IV. — ADVERBS OF DEGREE.

1. She speaks very distinctly.
2. The coat was too small.
3. We were greatly pleased.

How distinctly does she speak? How small was the coat? How well were we pleased? Mention the adverbs, and tell what each expresses.

V. — INTERROGATIVE ADVERBS.

An adverb may be used to ask a question and at the same time show time, place, or manner; as, —

1. When did they start?
2. Where did they go?
3. How did he speak?

VI. — ADVERBS OF AFFIRMATION AND NEGATION.

1. She will surely aid you.
2. He did not stay.
3. It will certainly be done.

Point out the adverbs, and tell the office of each.

Mention the adverbs in the following sentences, give the meaning of each, and tell what it modifies: —

1. They gazed down into the water.
2. The news seemed too good to be true.
3. The weather was oppressively warm.
4. His power of describing scenery is often very remarkable.
5. Suddenly a light was seen.
6. The boat sped away o'er the waters.
7. Slowly and sadly we laid him down.

8. So passed the morning away.

9. Why stand we here idle?

10. I thrice presented him a kingly crown.

11. How are the mighty fallen!

12. He is well paid that is well satisfied.

13. Whence is that flame which now glares on his eye?

14. Prescott now mounted the parapet, and walked leisurely about, inspecting the works, giving directions, and talking cheerfully with the men.

15. The troops marched steadily on.

16. He had recently been elected a major-general, but had not received his commission.

17. Very few remained here.

18. A thousand hearts beat happily.

19. Ah! then and there was hurrying to and fro.

20. Somewhere the birds are singing evermore.

WRITTEN EXERCISES.

I.

Write sentences, using the following words to show ***when*** *or* ***how often*** *some action was performed:* —

now,	to-day,	presently,	instantly,	once,
yesterday,	already,	lately,	immediately,	soon,
often,	still,	heretofore,	to-morrow,	afterward.

II.

Write sentences, using the following words to show ***where*** *something took place:* —

here,	there,	above,	near,	together,
where,	whither,	whence,	by,	yonder.

III.

Write sentences, using these words to show **how** *something was done:* —

well, softly, quickly, easily, brightly,
faithfully, neatly, so, slowly, exactly.

IV.

Use these words in sentences, to show the degree or extent of a quality: —

much, little, more, almost, scarcely,
very, quite, greatly, thoroughly, terribly.

V.

Use the following words in sentences, to show affirmation or negation: —

surely, certainly, not, never, undoubtedly.

LESSON XXVI.

PREPOSITIONS.

(Review Lessons XXXV. and XXXVI.)

Mention the prepositions in the following sentences, tell between what words they show relation, and show how the prepositional phrases modify the words to which they are joined: —

1. Into the valley of Death
Rode the six hundred.

2. The love of Nature is the first thing in the mind of the true poet; the admiration of himself, the last.

3. Heaped in the hollows of the grove, the autumn leaves lie dead.

4. The surf had beaten for centuries against the face of the rock until it had bored this cavern deep into its sides.

5. Heaven lies about us in our infancy.

6. Audubon, the naturalist, was fresh from his wanderings over the continent, from Labrador to the capes of Florida, and from the Alleghanies to the Rocky Mountains.

7. I stood on the bridge at midnight.

8. We wait for thy coming, sweet wind of the South!

9. The shades of night were falling fast.

10. The door swung back on its hinges.

11. The kettle was lifted from the fire.

12. The house stood on the side of a hill.

13. A shady sycamore grew by the door, with a woodbine wreathing around it.

14. The clock stood in the corner behind her.

15. The shadows dance upon the wall.

16. Then Christabel knelt by the lady's side,
And raised to heaven her eyes so blue.

17. From peak to peak, the rattling crags among,
Leaps the live thunder!

18. America has furnished to the world the character of Washington.

19. In the corners of the apartment were fowling-pieces, fishing-rods, and other sporting implements.

20. The woods of autumn, all around our vale,
Have put their glory on.

WRITTEN EXERCISES.

Copy the following sentences, filling the blanks with prepositions that will express the right relations: —

1. The difficulty was settled without the interference —— strangers.
2. Charles corresponds —— his cousin.
3. The furniture corresponds —— the house.
4. There is no need —— your going.
5. He had difficulty —— finding the place.
6. What is the matter —— the speaker?
7. This design is similar —— the other.
8. Our house is small in comparison —— yours.
9. He was attended —— hundreds —— armed men.
10. They were deeply hurt by this want —— confidence.
11. She died —— typhoid fever.
12. He was killed —— a falling rock.
13. They will remain —— home.
14. She opened the door, and walked —— the next room.
15. We were detained —— home.

LESSON XXVII.

CONJUNCTIONS.

(Review Lesson XXXVII.)

What is a conjunction? What do conjunctions join? In what way are conjunctions and prepositions alike? How do they differ?

Conjunctions that connect sentences, or parts of sentences, of equal rank are called **co-ordinate conjunctions**. They are used to join words, phrases, and clauses having the same construction; thus: —

1. Let us cultivate a true spirit of union *and* harmony.
2. Through days of sorrow *and* of mirth.
3. Be just, *and* fear not.
4. He works hard, *but* he does not prosper.
5. You must go, *or* I shall remain at home.

Tell what each conjunction joins in these sentences.

The conjunction *and* simply joins two similar parts. *But* joins contrasted thoughts. The word or clause that follows it is opposed in meaning to what goes before. *Or* implies an alternative; that is, a choice between two things.

The following conjunctions are often used together as correlatives: —

both . . . and,	neither . . . nor,	not only . . . but,
either . . . or,	not . . . but,	whether . . . or.

1. *Either* he *or* I must go.
2. He studied art *both* in France *and* in Germany.

Conjunctions that connect parts of sentences of unequal rank are called **subordinate conjunctions**. They are used to join subordinate or dependent clauses to the principal clause of a sentence; thus: —

1. The meeting was closed, *because* the speaker was ill. (Cause.)
2. Speak clearly, *if* you would be understood. (Condition.)
3. *When* a great man falls, the nation mourns. (Time and cause.)
4. She came *that* we might go. (Purpose.)
5. You will reap *as* you sow. (Comparison.)

EXERCISE I.

Mention the conjunctions in the following sentences, tell the class to which each belongs, and name the words or clauses that it connects: —

1. Let honesty and industry be thy constant companions.

2. Now stir the fire, and close the shutters fast.

3. Either he is talking, or he is pursuing.

4. Is this a time to be cloudy and sad?

5. If we fail, it can be no worse for us.

6. The country was to be defended, and to be saved, before it could be enjoyed.

7. He calls on the people not only to defend, but to study and understand their rights and privileges.

8. Days brightly came and calmly went.

9. She trimmed the lamp, and made it bright,
And left it swinging to and fro.

10. There is nothing so difficult as the art of making advice agreeable.

11. Now had the season returned when the nights grow colder and longer.

12. The time we live ought not to be computed by the number of years, but by the use that has been made of them.

13. His voice was soft and gentle, but with an accent and vivacity derived from his French blood.

14. Love not sleep lest thou come to poverty.

15. Live well that you may die well.

16. Our hearts should be filled with gratitude when we contemplate the wonderful works of nature.

17. A clownish air is but a small defect; yet it is enough to make a man disagreeable.

18. Three wives sat up in the lighthouse tower,
And they trimmed the lamps as the sun went down.

19. His stories are good to hear at night, because we can dream about them asleep; and good in the morning, too, because then we can dream about them awake.

20. Our band is few, but true and tried.

21. The secret wouldst thou know
To touch the heart or fire the blood at will?

22. Sink or swim, live or die, survive or perish, I give my hand and my heart to this vote.

EXERCISE II.

Name the office of each italicized word, and tell what part of speech it is: —

1. They came, *but* they did not stay.
2. None knew her *but* to love her.
3. It is *but* a step *beyond.*
4. Shall we meet *beyond* the river?
5. We walked *up* the hill.
6. *Up* went the flag.
7. The train stopped *for* water.
8. This tree will flourish, *for* it has struck its roots deep.
9. Look *before* you leap.
10. Look *before* and *behind.*
11. He will arrive *before* night.
12. He retired *behind* the scenes.
13. *After* the horse was stolen, the stable was locked.
14. You go *first,* and I will follow.
15. The evil that men do lives *after* them.
16. The neighbors came flocking *about* us.
17. One lingering look *behind* I cast.

18. His great fires *up* the chimney roared.
19. He who would search for pearls must dive *below*.
20. He counted the moments *as* they passed.

WRITTEN EXERCISES.

I.

Write sentences containing words, phrases, or clauses joined by the following conjunctions: —

and,	but,	nor,	either . . . or,
yet,	moreover,	whether,	neither . . . nor,
or,	therefore,	still,	both . . . and,
so,	hence,	nevertheless,	as well as.

II.

Use the following conjunctions in sentences, to join a dependent clause to a principal clause: —

because,	since,	if,	as soon as,
unless,	until,	when,	as well as,
before,	where,	that,	in order that,
as,	than,	lest,	so that,
ere,	till,	for,	notwithstanding.

LESSON XXVIII.

INTERJECTIONS.

(**Review Lesson XXXVIII.**)

What is an interjection? Name an interjection that expresses pain; surprise; joy; one that calls attention; one that calls to silence. Give an example of a verb used as an interjection; of a noun. What mark should be placed after an exclamatory word or phrase?

Mention the interjections in the following sentences, tell what each expresses, and explain the use of each exclamation point: —

1. Hark! 'tis the twanging horn o'er yonder bridge.

2. Alas! they had been friends in youth;
But whispering tongues can poison truth.

3. Arm! arm! it is — it is — the cannon's opening roar.

4. Our country calls; away! away!

5. Ay! ye may well look upon it.

6. "What!" exclaimed the Colonel, "do you mean to tell me that you alone have held that tower against me?"

7. O mighty Cæsar! dost thou lie so low?

8. Ah! whither now are fled those dreams of greatness?

9. Lo! how all things fade and perish!

10. "Aha! do you think so!" cried the king.

DICTATION EXERCISES.

I.

Copy these sentences, paying particular attention to the capitalization and punctuation, and afterwards write them from dictation: —

1. Hark! from the murmuring clods I hear
Glad voices of the coming year.

2. "Alas!" cried these kind-hearted old people, "what has become of our poor neighbors?"

3. "Ho! ho! ho!" roared the giant, in a fit of immense laughter.

4. "Hist! hist!" whispered his companion.

5. All stood amazed until an old woman, tottering out from among the crowd, put her hand to her brow, and peering under it in his face for a moment, exclaimed, "Sure enough! it is Rip Van Winkle."

II.

Hark! hark to the robin! its magical call
Awakens the flowerets that slept in the dells;
The snow-drop, the primrose, the hyacinth, all
Attune at the summons their silvery bells.
Hush! ting-a-ring-ting! don't you hear how they sing?
They are pealing a fairy-like welcome to Spring.

LESSON XXIX.

PHRASES.

(Review Lesson LXXXI.)

Phrases may be named according to their *form*. Thus: —

I. — PREPOSITIONAL PHRASES.

A phrase introduced by a preposition is called a **prepositional phrase**; as, —

1. The leaves *of this plant* are glossy.
2. We heard the sound *of distant footsteps.*
3. The troops were marching *through a valley.*
4. He reads *for information.*

Name the prepositions that introduce the different phrases, and tell between what words they show relations.

What leaves are glossy? What sound was heard? Where were the troops marching? Why does he read? Which of these phrases are used like adjectives? Which are used like adverbs? Give an example of a prepositional phrase modifying a noun. Give an example of a prepositional phrase modifying a verb.

II. — INFINITIVE PHRASES.

A phrase introduced by an infinitive is called an **infinitive phrase**; as, —

1. *To do good* should be the aim of all.
2. He hoped *to win the prize.*
3. Crowds came *to behold the sight.*
4. *It* is easy *to decide the matter.*

What is the subject of the verb in the first sentence? What is the object of the verb in the second sentence? Give the office of the phrase *to behold the sight.* What is the subject of the verb in the fourth sentence? What does the phrase show? *To decide the matter* is explanatory of *it*, which takes the place of the real subject.

III. — PARTICIPIAL PHRASES.

A phrase introduced by a participle is called a **participial phrase**; as, —

1. *Looking upward*, they beheld the cause of the trouble.
2. He advanced, *followed by the five faithful workmen.*
3. *Having finished the work*, he demanded his pay.

Mention the participial phrases, and tell the office of each.

IV. — APPOSITIVE PHRASES.

A phrase made up of an appositive noun and its modifiers is called an **appositive phrase**; as, —

1. He comes, the herald of a noisy world.
2. St. Augustine, the oldest town in the United States, was settled by the Spaniards.

Select the phrases in the following sentences, name the kind of phrase, and tell how each is used: —

1. Strive to be usefully employed.
2. Having obtained the information, he ceased questioning.
3. They saw a small vessel approaching the shore.
4. At last, turning briskly away, she came towards the table.
5. We are anxious to learn the result.
6. It must have been difficult to convince this man of his error.
7. Not one of these men offered to lend his assistance.
8. Down plunged the diver, and soon rose dripping from the water, holding the sea-shrub in his hand.
9. To love one's country has ever been esteemed honorable.
10. And out again I curve and flow
To join the brimming river.
11. This edifice, the cradle of liberty, had been used by the British officers as a playhouse.

WRITTEN EXERCISE.

Write sentences containing —

1. A prepositional phrase.
2. An infinitive phrase.
3. A participial phrase.
4. An appositive phrase.

LESSON XXX.

USE OF PHRASES.

Phrases may be named according to the *office* performed by each. Thus : —

I. — ADJECTIVE PHRASES.

A phrase that performs the office of an adjective is called an **adjective phrase**; as, —

1. The doors *of the church* were open.
2. He beheld a stranger *standing near him.*

Tell what each phrase modifies.

II. — ADVERBIAL PHRASES.

A phrase that performs the office of an adverb is called an **adverbial phrase**; as, —

1. They landed *on an island.*
2. He came *to inspect the work.*
3. *The supper being over,* the strangers departed.

Show how the phrase is used in each sentence.

The phrase, The supper being over, is nearly equivalent to the clause, *As the supper was over.* It gives a reason for the departure of the strangers.

III. — SUBSTANTIVE PHRASES.

A phrase that performs the office of a noun is called a **substantive phrase**; as, —

1. *To please all* is impossible.
2. We hope *to hear the speaker.*
3. It is useless *to refer to the subject again.*

Mention the phrases, and tell how each is used.

EXERCISE.

Point out the phrases in the following sentences, and tell how each is used: —

1. In happy homes he saw the light
Of household fires gleam warm and bright.

2. Religion dwells not in the tongue, but in the heart.

3. Hark! I hear the bugles of the enemy.

4. Mont Blanc is the monarch of mountains.

5. Rise with the lark.

6. It was one by the village clock.

7. The newly elected member went in state to the City Cross, accompanied by a band of music.

8. The doors of the prison closed upon him.

9. Around the walls stood several oak bookcases.

10. The edges and corners of the box were carved with most wonderful skill.

11. You must change your style of living.

12. Point thy tongue on the anvil of truth.

13. It stands on a mound which elevates it above the other parts of the castle, and a great flight of steps leads to the interior.

14. The paths of glory lead but to the grave.

15. Cease to do evil; learn to do well.

16. Here delicate snow-stars, out of the cloud,
Come floating downward in airy play.

WRITTEN EXERCISES.

I.

Write five sentences containing adjective phrases.

II.

Write five sentences containing adverbial phrases.

III.

Write sentences containing an infinitive phrase used —

1. As the subject of a verb.
2. As the object of a verb.
3. To explain the subject **it**.

LESSON XXXI.

(Review Lessons I., II.)

THE SIMPLE SENTENCE.

Of how many parts does every sentence consist? What are these parts called? What is the office of the subject? What is the office of the predicate? What is a simple sentence?

A simple sentence is a sentence that expresses one thought.

The subject of a simple sentence may be —

I. A **noun**; as, —

Snow protects the ground.

II. A **pronoun**; as, —

We heard the glad tidings.

III. A **phrase**; as, —

1. *To believe the report* is impossible.
2. *Walking through these fields* is forbidden.

The subject may be enlarged by the following modifiers: —

I. An **adjective**; as, —

1. *Dark* clouds were seen.

II. A **possessive noun** or **pronoun**; as, —

1. *Robert's* work is right.
2. *My* opinion is not changed.

III. An **appositive noun** or **phrase**; as, —

1. Charles Dickens, the *novelist*, died in 1870.
2. The church, *a gray stone structure*, stood near the corner.

IV. A **phrase**; as, —

1. The winds *of winter* are cold.
2. She, *hearing her name*, turned back.

The predicate of a simple sentence may be —

I. A complete **verb** —

1. In a simple form; as, The sun *shines*.
2. In a compound form; as, The sun *is shining*.

II. An incomplete **intransitive verb** completed by —

1. A **noun**; as, He ***was*** *secretary*.
2. An **adjective**; as, Iron ***is*** *hard*.
3. An **adverb**; as, The record ***is*** *here*.
4. A **phrase**; as, The pencils ***are*** *in the box*.

III. A **transitive verb** with its **object** —

1. A **noun**; as, I ***hear*** *music*.
2. A **pronoun**; as, We ***saw*** *them*.
3. A **phrase**; as, He ***expects*** *to do the work*.

The predicate of a sentence may be enlarged by —

I. An **adverb**; as, —

He ***walked*** *slowly.*

II. An **adverbial phrase**; as, —

1. They ***came*** *into the room.*
2. They ***came*** *to look at the engine.*

Any noun, adjective, or adverb in the predicate may have modifiers of its own.

WRITTEN EXERCISES.

I.

Write sentences, using as the subject —

1. A noun.
2. A pronoun.
3. A phrase.
4. A noun modified by an adjective.
5. A noun modified by a possessive.
6. A noun modified by an appositive noun.
7. A noun modified by an adjective phrase.

II.

Write sentences, using as the predicate —

1. A complete verb.
2. A complete verb modified by an adverb.
3. A complete verb modified by a phrase.
4. An intransitive verb completed by a noun.
5. An intransitive verb completed by an adjective.
6. An intransitive verb completed by an adverb.
7. An intransitive verb completed by a phrase.
8. A transitive verb with its object.

LESSON XXXII.

ANALYSIS OF SIMPLE SENTENCES.

Analyze briefly the following sentences, thus: —

1. Tell the kind of sentence.
2. Name the subject and the predicate.
3. Tell what the subject consists of.
4. Tell what the predicate consists of.

Example. — ***The lowing herd winds slowly o'er the lea.***

ORAL ANALYSIS.

1. This is a simple declarative sentence.

2. The subject is *the lowing herd.* The predicate is *winds slowly o'er the lea.*

3. The subject consists of the noun *herd,* modified by the adjectives *lowing* and *the.*

4. The predicate consists of the verb *winds,* modified by the adverb *slowly* and by the adverbial phrase *o'er the lea.*

1. A roll of thunder was heard at a distance.
2. He reaps the bearded grain at a breath.
3. Amidst the storm they sang.
4. Charity covereth a multitude of sins.
5. They glided calmly down the tranquil stream.
6. New are the leaves on the oaken spray.
7. It is useless to deny the fact.
8. Study to acquire a habit of accurate expression.
9. Who planted this old apple-tree?
10. We should rejoice to hear of the prosperity of others.

11. Tenderly the season has spared the grassy meadows.

12. It is very difficult to lay down rules of conduct for others.

13. All last night we watched the beacons
Blazing on the hills afar.

14. It would be absurd to make another attempt.

15. A gush of smoke came from a chimney in the rear of the edifice.

16. The prospect of success seemed very small.

17. His boyish friendships were strong and numerous.

18. The sad and solemn night
Hath yet her multitude of cheerful fires.

19. Who can understand his errors?

20. With every puff of the wind the fire leaped upward from the hearth, laughing and rejoicing at the shrieks of the wintry storm.

21. In a corner of the room stands his gold-headed cane, made of a beautifully polished West India wood.

22. To speak the truth is the duty of all.

23. These gay idlers, the butterflies,
Broke to-day from their winter shroud.

24. It is not possible to follow the fortunes of this lad through these uneventful years.

25. Having lost the confidence of the people, he was compelled to resign his office.

LESSON XXXIII.

CLAUSES.

(Review Lesson LXXXIV.)

A part of a sentence that contains a subject and a predicate is called a ***clause.***

A clause that expresses the leading or principal thought of a sentence is called an ***independent*** or ***principal clause.***

A clause that depends upon some other part of the sentence for its full meaning is called a ***dependent*** or ***subordinate clause.***

I. — ADJECTIVE CLAUSES.

A clause that is used like an adjective is called an **adjective clause**; as, —

1. He was the first person *that entered the room.*
2. The bay, *which lay before us*, was covered with sails.
3. This is the place *where the hero fell.*

Read each dependent clause, and tell what it modifies. How are these clauses joined to the words they modify?

II. — ADVERBIAL CLAUSES.

A clause that is used like an adverb is called an **adverbial clause**; as, —

1. *When the signal was given*, the boats started. (Time.)
2. The books will be found *where you left them.* (Place.)
3. Speak *as you think.* (Manner.)
4. The result was better *than I expected.* (Degree.)

5. The building was condemned *because it was unsafe.* (Reason.)

6. He spoke *that the matter might be made clear.* (Purpose.)

7. *If our cause is just,* we shall succeed. (Condition.)

Mention the adverbial clauses, tell what each expresses, and show how it is connected to the principal clause.

III. — NOUN CLAUSES.

A clause that is used like a noun is called a **noun clause** or a **substantive clause**; as, —

1. *What his decision will be* is uncertain. (Subject.)

2. I believe *that he is honest.* (Object.)

3. The result was *that he left the town.* (To complete predicate.)

4. The hope, *that they would be rescued,* died away. (In apposition to a noun.)

Mention the noun clauses, and tell how each is used.

EXERCISE I. — ADJECTIVE CLAUSES.

Mention all the phrases and clauses in these sentences, name the kind of phrase or clause, and tell what each modifies: —

1. Thrice is he armed that hath his quarrel just.

2. She listened attentively to every word that was spoken.

3. He set forth at the head of his followers, who went off in a very melancholy state of mind.

4. At length they came within full sight of the palace, which proved to be very large and lofty.

5. She ran quickly to a spot where she had seen a great many flowers.

6. A city that is set on a hill cannot be hid.

7. But the noblest thing which perished there
Was that young faithful heart!

8. None shrink from discussion but those who are afraid of the truth.

9. We were up before sunrise, in order to take advantage of the flood tide, which waits for no man.

10. Those heavy forests of valuable timber under which your lands are groaning must be cleared away.

11. He found several boxes of ammunition which the enemy had not destroyed.

12. The officer who had borne the flag of truce retired.

EXERCISE II. — ADVERBIAL CLAUSES.

Point out the adverbial clauses, explain the use of the connectives, and tell what each clause expresses: —

1. The army, when he took command of it, was without any discipline or order.

2. The people murmured, as their suffering increased.

3. Forgive us our debts as we forgive our debtors.

4. Let us live while we live.

5. Days brightly came and calmly went,
While yet he was our guest.

6. Dreary is the time when the flowers of earth are withered.

7. After his recovery he made excursions about the island.

8. Since they have come, we must receive them.

9. Spare that you may spend.

10. If they had considered the matter carefully, they would have taken a different course.

EXERCISE III.—NOUN CLAUSES.

Mention the noun clauses, and show how each is used: —

1. Remember what has been done for you.
2. It is good for a man that he bear the yoke in his youth.
3. "Know thyself" is a comprehensive precept.
4. I know not what course others may take.
5. Learn from the birds what foods the thickets yield.
6. Children are what the mothers are.
7. It has been truly said that he who sets one great truth afloat in the world serves his generation.
8. Be what nature intended you for, and you will succeed.
9. I learned that he was a universal favorite in the village.
10. "I will set out to-morrow morning," answered the boy.

WRITTEN EXERCISES.

I.

Write five sentences containing adjective clauses.

II.

Write five sentences containing adverbial clauses.

III.

Write three sentences containing noun clauses.

LESSON XXXIV.

COMPLEX SENTENCES.

A sentence containing a dependent clause is called a ***complex sentence.***

Sometimes a complex sentence contains more than one dependent clause.

Analyze the following sentences, thus : —

1. Tell the kind of sentence.
2. Name the subject and the predicate of the entire sentence.
3. Tell what the subject consists of.
4. Tell what the predicate consists of.
5. Analyze the dependent clause or clauses.

Example. — ***As we approached the house, we heard the sound of music.***

ORAL ANALYSIS.

1. This is a complex declarative sentence, consisting of one independent clause and one dependent clause.

2. The subject of the entire sentence is *we*. The predicate of the sentence is *heard the sound of music as we approached the house*.

3. The predicate consists of the verb *heard*, completed by the object *sound*, and modified by the adverbial clause *as we approached the house*. The noun *sound* is modified by *the* and by the adjective phrase *of music*.

4. The dependent clause is connected to the principal clause by the adverbial conjunction *as*, expressing time.

5. The subject of the dependent clause is *we;* the predicate, *approached the house*. The predicate consists of the verb *approached*, completed by the object *house*. *House* is modified by *the*.

1. If you would achieve a high success, you must think for yourself.

2. Old Kasper took it from the boy,
Who stood expectant by.

3. One by one we miss the voices which we loved so well to hear.

4. Among the spectators were some school-boys, who came to gaze at this group of oddly dressed foreigners.

5. Where lies the land to which the ship would go?

6. The night cometh, when no man can work.

7. That man is formed for social life is acknowledged by all.

8. You are not the first person that has made this mistake.

9. Send me word as soon as you reach your destination.

10. He had taken only a few steps, when he turned round again.

11. It is only by degrees that the great body of mankind can be led into new practices.

12. The people believed in him, because he was honest and true.

13. See that you can untie what you tie.

14. The sight of sea-weed floating past his ship enabled Columbus to quell the mutiny which arose amongst his sailors.

15. If you take my advice, you will turn back.

16. As nobody objected to this scheme, he proceeded to count the whole band.

17. The honest man was incapable of betraying one, who, in extreme peril, had come under the shadow of his roof.

18. He that leans on his own strength leans on a broken reed.

19. Fling wide the grain for those who throw
The clanking shuttle to and fro.

20. We receive but what we give.

21. He shook off the few drops of moisture which clung to its petals.

22. It was a fine sunny morning when the thrilling cry of "land!" was given from the mast-head.

23. Those who live only for the world, and in the world, may be cast down by the frowns of adversity.

24. The fox barks not when he would steal the lamb.

25. I knew by the smoke that so gracefully curled
Above the green elms, that a cottage was near.

LESSON XXXV.

COMPOUND SENTENCES.

A sentence made up of two or more independent members is called a *compound sentence;* as, —

1. Knowledge is power, and truth is knowledge. (Simple members.)

2. He that observeth the winds shall not sow, and he that regardeth the clouds shall not reap. (Complex members.)

3. The way was long, the wind was cold. (Connective omitted.)

* *Analyze the following sentences, thus: —*

1. **Tell the kind of sentence.**
2. **Name the different members, and tell how they are connected.**
3. **Analyze the different members of the sentence.**

Example. — *A soft answer turneth away wrath, but grievous words stir up anger.*

1. This is a compound declarative sentence, consisting of two independent members connected by the conjunction *but*, expressing contrast.

2. The first member, *A soft answer turneth away wrath*, is simple. The subject is *a soft answer;* the predicate, *turneth away wrath*. The subject consists of the noun *answer*, modified by the adjectives *soft* and *a*, — *soft* modifying *answer*, and *a* modifying *soft answer*. The predicate consists of the verb *turneth*, modified by the adverb *away*, and completed by the object *wrath*.

The second member, *grievous words stir up anger*, is simple. The subject is *grievous words;* the predicate, *stir up anger*. The subject consists of the noun *words*, modified by the adjective *grievous*. The predicate consists of the verb *stir*, modified by the adverb *up*, and completed by the object *anger*.

1. The ploughman homeward plods his weary way,
And leaves the world to darkness and to me.

2. He had naturally a generous and feeling heart, but his temper was wayward and irritable.

3. The river was covered with solid ice, and the ships were buried in four feet of snow.

4. The time for supplication is past; the time for action is at hand.

5. He whistled shrill, and he was answered from the hill.

6. The moon is up, and yet it is not night.

7. His dark eye flashed, his proud breast heaved, his cheek's blood came and went.

8. The day was nearly gone, and the battle was undecided.

9. The town had drifted behind us, and we were nearing the group of islands.

10. We strolled along the beach, and gathered large quantities of floating moss.

11. Learn to govern yourself, and you will be able to govern others.

12. The politician thinks of himself; the statesman thinks of his country.

13. Train up a child in the way he should go, and when he is old he will not depart from it.

14. Once more the gates are opened; an infant group go out.

15. Fear God, and keep his commandments.

LESSON XXXVI.

MISCELLANEOUS SENTENCES FOR ANALYSIS.

1. His wisdom was made up of a knowledge of things as well as of men.

2. If he had feared difficulties, he would not have died an acknowledged leader of men.

3. "I will not leave my native land," he said, "now that I am so unexpectedly restored to it."

4. When you have a number of duties to perform, always do the most disagreeable one first.

5. My rambles soon led me to the church, which stood at a short distance from the village.

6. It seemed to be drifting slowly towards the north.

7. Thou hast taught me, Silent River!
Many a lesson, deep and long.

8. "Down with him!" cried false Sextus.

9. Ring out, wild bells, to the wild sky.

10. It is not enough to do the right thing, but we must do it in the right way, and at the right time.

11. Heaped in the hollows of the grove, the autumn leaves lie dead ;
They rustle to the eddying gust, and to the rabbit's tread.

12. He who needlessly breaks his appointment shows that he is as reckless of the waste of others' time as of his own.

13. Economy is of itself a great revenue.

14. He read few books, but mastered all he read.

15. He walks forth in the fields and forests, and not a green or rosy tint escapes his vigilant eye.

16. He was only too glad to comply with this condition.

17. They will help you to build the city.

18. Choose the timbers with greatest care ;
Of all that is unsound beware.

19. Between two of the bookcases hung a looking-glass.

20. The good old year is with the past.

21. The vine still clings to the mouldering wall.

22. A thing of beauty is a joy forever.

23. It is no easy matter to discover the exact spot where a sunken vessel lies.

24. Having completed his surveys, he set forth from the south branch of the Potomac on his return homeward.

25. Six days shalt thou labor and do all thy work.

26. The cause of American independence was now to be presented to the world in such a manner as to engage its sympathy, to command its respect, to attract its admiration.

27. We do not know how the matter will be decided.

28. The next gale that sweeps from the North will bring to our ears the clash of resounding arms.

29. It has a purpose, and that purpose gives it its character.

30. Not a ripple stirred on the glassy surface of the lake.

31. Nothing ever passed through his hands without receiving improvement, and no person ever went into his company without gaining wisdom.

32. He who has made the acquisition of a judicious and sympathizing friend, may be said to have doubled his mental resources.

33. One by one the singing birds come back.

34. The proper business of friendship is to inspire life and courage.

35. Hark! — that heavy sound breaks in once more.

36. The sea-birds screamed as they wheeled around.

37. He felt the cheering power of spring;
It made him whistle, it made him sing.

38. What lessons of golden wisdom this old chair might utter!

39. They deserved respect; for they were good men as well as brave.

40. He that would honor win
Must not fear dying.

41. When the stranger had finished the story of his adventures, he looked around at the attentive faces of the listeners.

42. One of the hardest things in this world is, to see the difference between real dangers and imaginary ones.

43. "Welcome, brave stranger!" cried she. "We were expecting you."

44. How fleet is a glance of the mind!

45. They are slaves who dare not be
In the right with two or three.

SELECTIONS FOR THOUGHT ANALYSIS.

To the Teacher. — Question pupils upon the following selections, leading them to state, step by step, the office of each sentence and to trace the relations that the different sentences bear to one another. Call for the meanings of unusual words and phrases, for the explanation of all allusions, and require the pupil to give in his own words the substance of each thought.

I.

THE BIRTHDAY OF WASHINGTON.

The birthday of the "Father of his Country"! May it ever be freshly remembered by American hearts! May it ever re-awaken in them a filial veneration for his memory; ever re-kindle the fires of patriotic regard to the country which he loved so well; to which he gave his youthful vigor and his youthful energy during the perilous period of the early Indian warfare; to which he devoted his life, in the maturity of his powers, in the field; to which again he offered the counsels of his wisdom and his experience as president of the convention that framed our Constitution; which he guided and directed while in the chair of state, and for which the last prayer of his earthly supplication was offered up when it came the moment for him so well, and so grandly, and so calmly, to die! He was the first man of the time in which he grew. His memory is first and

most sacred in our love; and ever hereafter, till the last drop of blood shall freeze in the last American heart, his name shall be a spell of power and might.

RUFUS CHOATE.

II.

THE CONSTITUTION.

What is the Constitution? It is the bond which binds together millions of brothers. What is its history? Who made it? monarchs, crowned heads, lords, or emperors? No, it was none of these. The Constitution of the United States, the nearest approach of mortal to perfect political wisdom, was the work of men who purchased liberty with their blood, but who found that, without organization, freedom was not a blessing. They formed it, and the people, in their intelligence, adopted it. And what has been its history? Has it trodden down any man's rights? Has it circumscribed the liberty of the press? Has it stopped the mouth of any man? Has it held us up as objects of disgrace abroad? How much the reverse! It has given us character abroad; and when, with Washington at its head, it went forth to the world, this young country at once became the most interesting and imposing in the circle of civilized nations. How is the Constitution of the United States regarded abroad? Why, as the last hope of liberty among men. Wherever you go, you find the United States held up as an example by the advocates of freedom. The mariner no more looks to his compass, or takes his departure by the sun, than does the lover of liberty abroad shape his course by reference to the Constitution of the United States.

DANIEL WEBSTER.

III.

WHAT CONSTITUTES A STATE?

What constitutes a state?
Not high-raised battlement or labored mound,
Thick wall or moated gate;
Not cities proud with spires and turrets crowned;
Not bays and broad-armed ports,
Where, laughing at the storm, rich navies ride;
Not starred and spangled courts,
Where low-browed baseness wafts perfume to pride.
No: men, *high-minded* men,
With powers as far above dull brutes endued
In forest, brake, or den,
As beasts excel cold rocks and brambles rude;
Men who their duties know,
But know their rights, and, knowing, *dare* maintain,
Prevent the long-aimed blow,
And crush the tyrant while they rend the chain;
These constitute a state.

SIR WILLIAM JONES.

IV.

DUTIES OF AMERICAN CITIZENS.

This lovely land, this glorious liberty, these benign institutions, the dear purchase of our fathers, are ours; ours to enjoy, ours to preserve, ours to transmit. Generations past, and generations to come, hold us responsible for this sacred trust. Our fathers, from behind, admonish us with their anxious paternal voices; posterity calls out to us from the bosom of the future; the world turns hither its solicitous eyes — all, all

conjure us to act wisely and faithfully in the relation which we sustain. We can never indeed pay the debt which is upon us; but by virtue, by morality, by religion, by the cultivation of every good principle and every good habit, we may hope to enjoy the blessing through our day, and to leave it unimpaired to our children. Let us feel deeply how much of what we are and of what we possess we owe to this liberty and these institutions of government. Nature has, indeed, given us a soil which yields bounteously to the hands of industry; the mighty and fruitful ocean is before us, and the skies over our heads shed health and vigor. But what are lands, and seas, and skies, to civilized man, without society, without knowledge, without morals, without religious culture? and how can these be enjoyed, in all their extent and all their excellence, but under the protection of wise institutions and a free government? There is not one of us who does not, at this moment and at every moment, experience in his own condition and in the condition of those most near and dear to him, the influence and the benefits of this liberty and these institutions. Let us then acknowledge the blessing; let us feel it deeply and powerfully; let us cherish a strong affection for it, and resolve to maintain and perpetuate it.

DANIEL WEBSTER.

V.

PATRIOTISM.

Breathes there the man, with soul so dead,
Who never to himself hath said,
  This is my own, my native land!
Whose heart hath ne'er within him burned,

As home his footsteps he hath turned
From wandering on a foreign strand!
If such there breathe, go, mark him well;
For him no minstrel raptures swell;
High though his titles, proud his name,
Boundless his wealth as wish can claim;
Despite those titles, power, and pelf,
The wretch, concentred all in self,
Living, shall forfeit fair renown,
And, doubly dying, shall go down
To the vile dust, from whence he sprung,
Unwept, unhonored, and unsung.

SIR WALTER SCOTT.

VI.

AMERICA.

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain-side
Let freedom ring.

My native country, thee,
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

Let music swell the breeze,
And ring from all the trees
  Sweet Freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
  The sound prolong.

Our Fathers' God, to thee,
Author of liberty,
  To thee we sing;
Long may our land be bright
With Freedom's holy light;
Protect us by thy might,
  Great God, our King.

EXERCISES IN COMPOSITION.

To the Teacher. — Require the pupil to put forth his best effort in each exercise. Accept no careless work, either in thought or in expression. Before writing some of these exercises, the pupil should refer to the forms and directions in Part Fourth.

I.

YELLOWSTONE PARK.

1. Tell where Yellowstone Park is, give its area, and tell something of its surface. 2. Describe some of its great natural curiosities.

II.

You promised to spend last evening at the home of one of your friends, but you were unable to do so. Write to your friend, giving a reason for your absence, and expressing your regret at not being able to keep the appointment.

III.

You have lost a watch. Write an advertisement about the lost article, to be inserted in one of the newspapers in your town.

IV.

MY FAVORITE BOOKS.

1. Tell which your favorite books are. 2. State your reasons for liking each.

V.

Write to Messrs. Light & Wood, 781 Broadway, New York, asking them to send you samples of their letter-paper sold by the pound.

VI.

Write an order, in the third person, for such groceries as will be needed in your family for the coming week. Use in your order the real name of some grocer.

VII.

You are obliged to leave school on account of illness in your family. Write a letter to your teacher, stating the cause of your absence from school.

VIII.

MY TRIP TO ——.

State the object of your trip, and give a full account of what you saw.

NOTE. — The pupil should describe some trip that he has actually taken.

IX.

Write a short conversation between a landlord and a tenant, about painting and papering certain rooms in the house occupied by the tenant.

X.

Mrs. Margaret Joy, who lives at Catskill, N.Y., wishes to rent a house in Poughkeepsie. She writes to Hunt and Sayles, Real Estate Agents, Poughkeepsie, N.Y., telling them what kind of house she wants. Write the letter for her.

XI.

THE HUMAN SKIN.

1. Describe the structure of the skin. 2. State its uses. 3. Tell what care it needs.

XII.

Write to a publisher, and order six different books. State the title of each book, and mention the style of binding that you prefer.

XIII.

A WESTERN RANCH.

1. Tell what a ranch is, and how it differs from a farm. 2. Describe the way in which the cattle and sheep are allowed to wander about from place to place, tell how the herdsmen keep track of them, and how a ranchman knows his own stock. 3. Describe the buildings and the manner of life on a ranch.

XIV.

Your mother is away from home, and your father has met with a serious accident. Send to your mother a telegram of not more than ten words, asking her to come home immediately.

XV.

Write on one of the following subjects: —

What Boys should Learn to Do.
What Girls should Learn to Do.

XVI.

Write a letter to one of your friends, giving an account of your school work and telling what part of the work you like best.

XVII.

USES OF FORESTS.

1. Tell how forests affect the water courses; how they prevent floods and drouths; how they affect soil and climate; and mention any other uses of forests that occur to you.

XVIII.

You wish the position of assistant librarian in the public library of your town. Write to the Library Committee, making an application for the position. State your qualifications, and give for reference the name of your teacher.

XIX.

Tell, as clearly as you can, how to do any one of the following things: —

How to Raise Potatoes.	How to Set the Dinner Table.
How to Play Base-Ball.	How to Make a Flower-Bed.

XX.

On the first day of this month Edward T. Dunn paid you twenty dollars for instruction in German. Write a receipt for the amount received.

XXI.

Your father is in New York on business. Write him a letter, telling him how you miss him and anything he would like to know about home matters.

XXII.

THE SIGNAL SERVICE.

Tell what the object of the Signal Service is; how the warning of the approach of storms is given; how these weather reports aid people on shipboard and on land.

XXIII.

1. Mr. and Mrs. Charles South invite you to dinner next Thursday at six o'clock. Write the invitation.

2. Write an answer, accepting the invitation.

3. Write an answer, declining the invitation. Give a reason for declining.

XXIV.

A concert is to be given in your town next Tuesday evening. Write a notice, telling when and where it is to be held.

XXV.

OUR SONG BIRDS.

1. Tell what the most common song birds are in your locality, and show how they aid man and give him pleasure.

2. Mention some of the enemies of birds, such as cats, owls, egg-collectors, etc.

3. Show what the effect of using birds for millinery purposes has been, and tell what you know about the societies that have been formed to prevent their destruction.

SUMMARY OF DEFINITIONS AND RULES.

[These definitions and rules are placed here simply for reference.]

I. — NOUNS.

A word used as a name is called a **noun.**

A name that belongs to an individual person or thing is called a **proper noun**; as, *Herbert, London, Vassar College.*

A name that applies to every one of a class of persons or things is called a **common noun**; as, *boy, city, college.*

NUMBER.

The form of a word used in speaking of one person or thing is called the **singular** form.

The form of a word used in speaking of more than one person or thing is called the **plural** form.

1. Add ***s*** to the singular of most nouns, to form the plural; as, *bird, birds; paper, papers.*

2. When the singular ends in a sound that does not unite easily with the sound of ***s***, some nouns add ***es*** to the singular, to form the plural; as, *glass, glasses; box, boxes; watch, watches; dish, dishes.*

3. Some nouns ending in ***f*** or ***fe***, change ***f*** or ***fe*** to ***ves***, to form the plural; as, *leaf, leaves; knife, knives.*

4. Nouns ending in ***y*** after a consonant, change ***y*** to ***ies***, to form the plural; as, *fly, flies; city, cities; army, armies.*

5. Nouns ending in ***y*** after a vowel, add ***s*** to the singular, to form the plural; as, *day, days; journey, journeys; toy, toys.*

6. Some nouns form their plurals in irregular ways; as, *man, men; mouse, mice; child, children.*

7. Some nouns have the same form in the singular and in the plural; as, *sheep, deer, trout, cannon.*

GENDER.

A noun that denotes a male is said to be of the **masculine gender**; as, *man, brother.*

A noun that denotes a female is said to be of the **feminine gender**; as, *woman, girl.*

The gender of nouns is distinguished in three ways: —

1. By different words; as, *man, woman.*
2. By different endings; as, *heir, heiress.*
3. By prefixing words indicating the sex; as, *man-servant, maid-servant.*

A noun that may denote either a male or a female is said to be of the **common gender**; as, *cousin, parent, friend.*

A noun that names a thing neither male nor female is said to be of the **neuter gender**; as, *pen, house, river.*

CASE.

A noun used as the subject of a verb is said to be in the **nominative case.**

A noun used to show possession is said to be in the **possessive case.**

1. **Add the apostrophe (') and *s* to a singular noun, to form the possessive**; as, *day, day's; sister, sister's.*

2. **Add the apostrophe (') to a plural noun ending in *s*, to form the possessive**; as, *days, days'; sisters, sisters'.*

3. **Add the apostrophe (') and *s* to a plural noun not ending in *s*, to form the possessive**; as, *women, women's; children, children's.*

NOTE. — When a name is composed of two or more words, add the possessive sign to the last word only; as, *Morse and Sons'.*

A noun used as the object of a verb or of a preposition is said to be in the **objective case.**

II. — PRONOUNS.

A word used for a noun is called a **pronoun.**

A pronoun that shows by its form whether the person speaking is

meant, the person spoken to, or the person or thing spoken of, is called a **personal pronoun.**

A pronoun that denotes the person speaking is said to be in the **first person.**

A pronoun that denotes a person spoken to is said to be in the **second person.**

A pronoun that denotes a person or a thing spoken of is said to be in the **third person.**

FORMS OF PERSONAL PRONOUNS.

First Person.

Singular.	Plural.
Nom. I,	*Nom.* we,
Poss. my, *or* mine,	*Poss.* our, *or* ours,
Obj. me.	*Obj.* us.

Second Person.

Nom. thou,	*Nom.* ye, *or* you,
Poss. thy, *or* thine,	*Poss.* your, *or* yours,
Obj. thee.	*Obj.* you.

Third Person, Masculine.

Nom. he,	*Nom.* they,
Poss. his,	*Poss.* their, *or* theirs,
Obj. him.	*Obj.* them.

Third Person, Feminine.

Nom. she,	*Nom.* they,
Poss. her, *or* hers,	*Poss.* their, *or* theirs,
Obj. her.	*Obj.* them.

Third Person, Neuter.

Nom. it,	*Nom.* they,
Poss. its,	*Poss.* their, *or* theirs,
Obj. it.	*Obj.* them.

A word that may be used as an adjective or as a pronoun is called an **adjective pronoun.**

A word that refers to a preceding noun or pronoun and connects it with a clause is called a **relative pronoun.**

A pronoun that is used to ask a question is called an **interrogative pronoun.**

FORMS OF *WHO*.

Nominative.	*Possessive.*	*Objective.*
who,	whose,	whom.

III. — ADJECTIVES.

A word used to modify a noun or a pronoun is called an **adjective.**

Adjectives have different forms to express different degrees of quality: —

1. The form that simply expresses the quality is called the **positive**; as, *tall, short.*

2. The form that expresses a higher or a lower degree of the quality is called the **comparative**; as, *taller, shorter.*

3. The form that expresses the highest or lowest degree of the quality is called the **superlative**; as, *tallest, shortest.*

IV. — VERBS.

A word that asserts is called a **verb.**

KINDS OF VERBS.

A verb that requires an object is called a **transitive verb.**

A verb that represents the subject as acting is called **active.**

A verb that represents the subject as being acted upon is called **passive.**

A verb that does not require an object is called an **intransitive verb.**

A verb that helps another verb to express its meaning is called an **auxiliary verb.**

FORMS OF VERBS.

A verb that forms the past tense by adding *ed* or *d* to the present is called a **regular verb**; as, *walk, walked; move, moved.*

A verb that does not form the past tense by adding *ed* or *d* to the present is called an **irregular verb**; as, *come, came; do, did.*

Some forms of the verb do not assert, but assume or imply certain

actions. The form that simply names an action, like a noun, is called an **infinitive.** The form that describes, like an adjective, is called a **participle.**

MODE.

The manner of asserting is called the **mode** of a verb.

When a verb simply states a fact or asks a question, it is said to be in the **indicative mode.**

When a verb expresses a command or an entreaty, it is said to be in the **imperative mode.**

When a verb expresses something as conditional or doubtful, it is said to be in the **subjunctive mode.**

TENSE.

The form of a verb that expresses the time of an action is called **tense.**

A verb that asserts something in present time is said to be in the **present tense.**

A verb that asserts something in past time is said to be in the **past tense.**

A verb that asserts something in future time is said to be in the **future tense.**

A verb that denotes the action as completed at the present time is said to be in the **present perfect tense.**

A verb that denotes the action as having been completed before some past time is said to be in the **past perfect tense.**

A verb that denotes an action to be completed before some future time is said to be in the **future perfect tense.**

CONJUGATION OF THE VERB *HEAR*.

Indicative Mode.

		Active Forms.	Passive Forms.
Present Tense.	Sing.	1. I hear, 2. Thou hearest, 3. He hears.	1. I am heard, 2. Thou art heard, 3. He is heard.
	Plural.	1. We hear, 2. You hear, 3. They hear.	1. We are heard, 2. You are heard, 3. They are heard.
Past Tense.	Sing.	1. I heard, 2. Thou heardest, 3. He heard.	1. I was heard, 2. Thou wast heard, 3. He was heard.
	Plural.	1. We heard, 2. You heard, 3. They heard.	1. We were heard, 2. You were heard, 3. They were heard.
Future Tense.	Sing.	1. I shall hear, 2. Thou wilt hear, 3. He will hear.	1. I shall be heard, 2. Thou wilt be heard, 3. He will be heard.
	Plural.	1. We shall hear, 2. You will hear, 3. They will hear.	1. We shall be heard, 2. You will be heard, 3. They will be heard.
Present Perfect Tense.	Sing.	1. I have heard, 2. Thou hast heard, 3. He has heard.	1. I have been heard, 2. Thou hast been heard, 3. He has been heard.
	Plural.	1. We have heard, 2. You have heard, 3. They have heard.	1. We have been heard, 2. You have been heard, 3. They have been heard.
Past Perfect Tense.	Sing.	1. I had heard, 2. Thou hadst heard, 3. He had heard.	1. I had been heard, 2. Thou hadst been heard, 3. He had been heard.
	Plural.	1. We had heard, 2. You had heard, 3. They had heard.	1. We had been heard, 2. You had been heard, 3. They had been heard.
Future Perfect Tense.	Sing.	1. I shall have heard, 2. Thou wilt have heard, 3. He will have heard.	1. I shall have been heard, 2. Thou wilt have been heard, 3. He will have been heard.
	Plural.	1. We shall have heard, 2. You will have heard, 3. They will have heard.	1. We shall have been heard, 2. You will have been heard, 3. They will have been heard.

			Active Forms.	Passive Forms.
Subjunctive Mode.	*Present Tense.*	Sing.	1. (If) I hear, 2. (If) thou hear, 3. (If) he hear.	1. (If) I be heard, 2. (If) thou be heard, 3. (If) he be heard.
		Plural.	1. (If) we hear, 2. (If) you hear, 3. (If) they hear.	1. (If) we be heard, 2. (If) you be heard, 3. (If) they be heard.
	Past Tense.	Sing.	1. (If) I heard, 2. (If) thou heard, 3. (If) he heard.	1. (If) I were heard, 2. (If) thou wert heard, 3. (If) he were heard.
		Plural.	1. (If) we heard, 2. (If) you heard, 3. (If) they heard.	1. (If) we were heard, 2. (If) you were heard, 3. (If) they were heard.
Imperative Mode.	*Present Tense.*	Sing.	Hear thou.	Be thou heard.
		Plural.	Hear ye *or* you.	Be ye *or* you heard.
Infinitives.	*Present.*		(To) hear. Hearing.	(To) be heard. Being heard.
	Present Perfect.		(To) have heard.	(To) have been heard.
Participles.	*Present.*		Hearing.	Being heard.
	Perfect.		———	Heard.
	Pres. Per.		Having heard.	Having been heard.

SYNOPSIS OF THE VERB *HEAR*.

		First Person, Sing.	Second Person, Sing.	Third Person, Sing.
Indicative.	*Present.*	I hear.	Thou hearest.	He hears.
	Past.	I heard.	Thou heardest.	He heard.
	Future.	I shall hear.	Thou wilt hear.	He will hear.
	Pres. Perf.	I have heard.	Thou hast heard.	He has heard.
	Past Perf.	I had heard.	Thou hadst heard.	He had heard.
	Future Perf.	I shall have heard.	Thou wilt have heard.	He will have heard.
Subj.	*Present.*	(If) I hear.	(If) thou hear.	(If) he hear.
	Past.	(If) I heard.	(If) thou heard.	(If) he heard.
Imper.	*Present.*		Hear thou.	

V. — ADVERBS.

A word that modifies a verb, an adjective, or another adverb is called an **adverb.**

VI. — PREPOSITIONS.

A word placed before a noun or a pronoun to show its relation to some other word in the sentence is called a **preposition.**

VII. — CONJUNCTIONS.

A word that connects sentences or similar parts of the same sentence is called a **conjunction.**

Conjunctions that connect sentences or parts of sentences of equal rank are called **co-ordinate conjunctions.**

Conjunctions that connect parts of sentences of unequal rank are called **subordinate conjunctions.**

VIII. — INTERJECTIONS.

A word added to a sentence to indicate some sudden feeling is called an **interjection.**

THE SENTENCE.

A complete thought expressed in words is called a **sentence.**

A sentence consists of two parts: the part that shows what is spoken of is called the **subject**; the part that tells something about the thing spoken of is called the **predicate.**

STRUCTURE OF SENTENCES.

A sentence that expresses one thought is called a **simple sentence.**

A sentence containing a dependent clause is called a **complex sentence.**

A sentence made up of two or more independent members is called a **compound sentence.**

USE OF SENTENCES.

A sentence that states or declares something is called a **declarative sentence.**

A sentence that expresses a command or a request is called an **imperative sentence.**

A sentence that asks a question is called an **interrogative sentence.**

A sentence that expresses sudden or strong feeling is called an **exclamatory sentence.**

PHRASES AND CLAUSES.

A combination of words performing a distinct office in a sentence, but not having a subject and a predicate, is called a **phrase.**

A part of a sentence that contains a subject and a predicate is called a **clause.**

LIST OF ABBREVIATIONS.

Account . . . . . **Acct.**
Afternoon (*post meridiem*) . **P.M.**
Alabama . . . . . **Ala.**
And others; and so forth, etc. or **&c.**
Anonymous . . . . . **Anon.**
Arizona Territory . . . **Ariz.**
Arkansas . . . . . **Ark.**
At or to . . . . . **@**
August . . . . . **Aug.**
Avenue . . . . . **Ave.**
Bachelor of Arts . . **A.B.** or **B.A.**
Before Christ . . . . . **B.C.**
Before Noon (*ante meridiem*), **A.M.**
Bishop . . . . . **Bp.**
By the hundred (*per centum*), **per cent.**
California . . . . . **Cal.**
Captain . . . . . **Capt.**
Cent . . . . . **Ct.**
Collect on Delivery . . . **C.O.D.**
Colonel . . . . . **Col.**
Colorado . . . . . **Col.**
Company . . . . . **Co.**
Connecticut . . . . . **Conn.**
Corresponding Secretary, **Cor. Sec.**
County . . . . . **Co.**
Credit . . . . . **Cr.**
Creditor . . . . . **Cr.**
Dakota Territory . . . . . **Dak.**
Debtor . . . . . **Dr.**
December . . . . . **Dec.**
Delaware . . . . . **Del.**
District of Columbia . . . . **D.C.**
Doctor . . . . . **Dr.**
Doctor of Divinity . . . . **D.D.**
Doctor of Laws . . . . . **LL.D.**
Doctor of Medicine . . . **M.D.**
Doctor of Philosophy . . **Ph.D.**
East . . . . . **E.**
Esquire . . . . . **Esq.**
Example . . . . . **Ex.**
Fahrenheit (thermometer), **F.** or **Fahr.**
February . . . . . **Feb.**
Fellow of the Royal Society, **F.R.S.**
Florida . . . . . **Fla.**
For example (*exempli gratia*), **e.g.**
For the time being (*pro tempore*), **Pro tem.**
Friday . . . . . **Fri.**
General . . . . . **Gen.**
Gentlemen (*Messieurs*) . **Messrs.**
Georgia . . . . . **Ga.**
Governor . . . . . **Gov.**
Governor-General . . . **Gov.-Gen.**
He or she drew it (*Delineavit*), **Del.**

He or she painted it (*Pinxit*), **Pinx.**
Honorable . . . . . **Hon.**
Idaho Territory . . . **Id. Ter.**
Illinois . . . . . **Ill.**
Indiana . . . . . **Ind.**
Indian Territory . . . **Ind. Ter.**
Instant — the present month . **inst.**
In the year of our Lord . . . **A.D.**
In the year of the world . . **A.M.**
Iowa . . . . . **Io.**
January . . . . . **Jan.**
Junior . . . . . **Jr.** or **Jun.**
Kansas . . . . . **Kan.**
Kentucky . . . . . **Ky.**
Last month (*ultimo*) . . . . **ult.**
Lieutenant . . . . . **Lieut.**
Lieutenant-Colonel . **Lieut.-Col.**
Lieutenant-General . **Lieut.-Gen.**
Lieutenant-Governor . **Lieut.-Gov.**
Louisiana . . . . . **La.**
Long Island . . . . . **L.I.**
Madame . . . . . **Mme.**
Mademoiselle . . . . . **Mlle.**
Maine . . . . . **Me.**
Major-General . . . . **Maj.-Gen.**
Manuscript . . . . . **Ms.**
Manuscripts . . . . . **Mss.**
Maryland . . . . . **Md.**
Massachusetts . . . . . **Mass.**
Master of Arts . . **A.M.** or **M.A.**
Member of Congress . . . . **M.C.**
Member of Parliament . . . **M.P.**
Michigan . . . . . **Mich.**
Minnesota . . . . . **Minn.**
Mississippi . . . . . **Miss.**
Missouri . . . . . **Mo.**
Mister . . . . . **Mr.**
Mistress . . . . . **Mrs.**

Monday . . . . . **Mon.**
Mount . . . . . **Mt.**
Montana . . . . . **Mont.**
Nebraska . . . . . **Neb.**
Nevada . . . . . **Nev.**
New Hampshire . . . . **N.H.**
New Jersey . . . . . **N.J.**
New Mexico . . . . **N. Mex.**
New York . . . . . **N.Y.**
Next month (*proximo*) . . **prox.**
Noon (*meridies*) . . . . . **M.**
North . . . . . **N.**
North America . . . . . **N.A.**
North Carolina . . . . . **N.C.**
Note well (*nota bene*) . . . **N.B.**
November . . . . . **Nov.**
Number . . . . . **No.**
October . . . . . **Oct.**
Ohio . . . . . **O.**
Oregon . . . . . **Or.**
Page . . . . . **p.**
Pages . . . . . **pp.**
Pennsylvania . . . **Pa.** or **Penn.**
Postmaster . . . . . **P.M.**
Post-office . . . . . **P.O.**
Postscript (*post scriptum*) . . **P.S.**
President . . . . . **Pres.**
Professor . . . . . **Prof.**
Railroad . . . . . **R.R.**
Reverend . . . . . **Rev.**
Rhode Island . . . . . **R.I.**
Right Reverend . . . **Rt. Rev.**
Saturday . . . . . **Sat.**
Senior . . . . . **Sr.** or **Sen.**
September . . . . . **Sept.**
South . . . . . **S.**
South Carolina . . . . . **S.C.**
Street . . . . . **St.**

Sunday . . . . . **Sun.**	United States Navy . . . **U.S.N.**
Superintendent . . . . **Supt.**	Utah Territory . . . . . **U. Ter.**
Tennessee . . . . . **Tenn.**	Vermont . . . . . **Vt.**
Texas . . . . . **Tex.**	Virginia . . . . . **Va.**
The same (*ditto*) . . . . **do.**	Washington . . . . . **Wash.**
Thursday . . . . . **Thurs.**	Wednesday . . . . . **Wed.**
Tuesday . . . . . **Tues.**	West . . . . . **W.**
United States . . . . . **U.S.**	West Virginia . . . . **W. Va.**
United States Army . . . **U.S.A.**	Wisconsin . . . . . **Wis.**
United States Mail . . **U.S.M.**	Wyoming Territory . . . **Wyo.**

THE SAME ABBREVIATIONS

AS THE PRECEDING, ARRANGED IN ALPHABETICAL ORDER, WITH THE ABBREVIATIONS PLACED FIRST.

@ . . . . . At or to.	**Co.** . . . . . County.
A.B. or **B.A.** . Bachelor of Arts.	**C.O.D** . . . Collect on Delivery.
Acct. . . . . . Account.	**Col.** . . . . . Colonel.
A.D. . . In the year of our Lord.	**Col.** . . . . . Colorado.
Ala. . . . . . Alabama.	**Coll.** . . . . . College.
A.M., Before noon (*ante meridiem*).	**Conn.** . . . . . Connecticut.
A.M. . . In the year of the world.	**Cor. Sec.**, Corresponding Secretary.
A.M. or **M.A.** . . Master of Arts.	**Cr.** . . . . . Credit.
Anon. . . . . . Anonymous.	**Cr.** . . . . . Creditor.
Ark. . . . . . Arkansas.	**Ct.** . . . . . Cent.
Ariz. . . . . Arizona Territory.	**Dak.** . . . . Dakota Territory.
Aug. . . . . . August.	**D.C.** . . . District of Columbia.
Ave. . . . . . Avenue.	**D.D.** . . . Doctor of Divinity.
B.C. . . . . . Before Christ.	**Dec.** . . . . . December.
Bp. . . . . . Bishop.	**Del.** . . . . . Delaware.
Cal. . . . . . California.	**Del.**, He or she drew it (*Delineavit*).
Capt. . . . . . Captain.	**do.** . . . . . The same (*ditto*).
Co. . . . . . Company.	**Dr.** . . . . . Debtor.

Dr. . . . . . Doctor.
E. . . . . . East.
e.g. . For example (*exempli gratia*).
Esq. . . . . . Esquire.
etc. or **&c.**, And others; and so forth.
Ex. . . . . . Example.
F. or **Fahr.**, Fahrenheit (thermometer).
Feb. . . . . . February.
Fla. . . . . . Florida.
Fri. . . . . . Friday.
F.R.S., Fellow of the Royal Society.
Ga. . . . . . Georgia.
Gen. . . . . . General.
Gov. . . . . . Governor.
Gov.-Gen. . . Governor-General.
Hon. . . . . . Honorable.
Id. Ter. . . . Idaho Territory.
Ill. . . . . . Illinois.
Ind. . . . . . Indiana.
Ind. Ter. . . . Indian Territory.
inst., Instant — the present month.
Io. . . . . . Iowa.
Jan. . . . . . January.
Jr. or **Jun.** . . . . . Junior.
Kan. . . . . . Kansas.
Ky. . . . . . Kentucky.
La. . . . . . Louisiana.
L.I. . . . . . Long Island.
Lieut. . . . . . Lieutenant.
Lieut.-Col. . Lieutenant-Colonel.
Lieut.-Gen. . Lieutenant-General.
Lieut.-Gov. . Lieutenant-Governor.
LL.D. . . . . Doctor of Laws.
M. . . . . . Noon (*meridies*).
Maj.-Gen. . . . Major-General.
Mass. . . . . . Massachusetts.
M.C. . . . Member of Congress.
M.D. . . . Doctor of Medicine.
Md. . . . . . Maryland.
Me. . . . . . Maine.
Messrs. . Gentlemen (*Messieurs*).
Mich. . . . . . Michigan.
Minn. . . . . . Minnesota.
Miss. . . . . . Mississippi.
Mlle. . . . . . Mademoiselle.
Mme. . . . . . Madame.
Mo. . . . . . Missouri.
Mon. . . . . . Monday.
Mont. . . . . . Montana.
M.P. . . Member of Parliament.
Mr. . . . . . Mister.
Mrs. . . . . . Mistress.
Ms. . . . . . Manuscript.
Mss. . . . . . Manuscripts.
Mt. . . . . . Mount.
N. . . . . . North.
N.A. . . . . . North America.
N.B. . . . Note well (*nota bene*).
Neb. . . . . . Nebraska.
Nev. . . . . . Nevada.
N.C. . . . . . North Carolina.
N.H. . . . . New Hampshire.
N.J. . . . . . New Jersey.
N.Mex. . . . . . New Mexico.
No. . . . . . Number.
Nov. . . . . . November.
N.Y. . . . . . New York.
O. . . . . . Ohio.
Oct. . . . . . October.
Or. . . . . . Oregon.
p. . . . . . Page.
Pa. or **Penn.** . . Pennsylvania.
per cent, By the hundred (*per centum*).
Ph.D. . . Doctor of Philosophy.
Pinx., He or she painted it (*Pinxit*).

P.M., Afternoon (*post meridiem*).
P.M. . . . . . Postmaster.
P.O. . . . . . Post-office.
pp. . . . . . Pages.
Pres. . . . . . President.
Prof. . . . . . Professor.
Pro tem.,
For the time being (*pro tempore*).
prox. . . Next month (*proximo*).
P.S. . Postscript (*post scriptum*).
Rev. . . . . . Reverend.
R.I. . . . . . Rhode Island.
R.R. . . . . . Railroad.
Rt. Rev. . . . Right Reverend.
S. . . . . . South.
Sat. . . . . . Saturday.
Sept. . . . . . September.
Sr. or **Sen.** . . . . . Senior.
S.C. . . . . . South Carolina.
St. . . . . . Street.
Sun. . . . . . Sunday.
Supt. . . . . . Superintendent.
Tenn. . . . . . Tennessee.
Tex. . . . . . Texas.
Thurs. . . . . . Thursday.
Tues. . . . . . Tuesday.
U.S. . . . . . United States.
U.S.A. . . United States Army.
U.S.A., United States of America.
U.S.M. . . United States Mail.
U.S.N. . . United States Navy.
U. Ter. . . . . Utah Territory.
Va. . . . . . Virginia.
Vt. . . . . . Vermont.
W. . . . . . West.
Wed. . . . . . Wednesday.
Wis. . . . . . Wisconsin.
Wash. . . . . . Washington.
Wyo. . . . Wyoming Territory.
W. Va. . . . . West Virginia.
ult. . . . Last month (*ultimo*).

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